THE TIMES
Higher Education
SUPPLEMENT

OECD report says DES seeks to limit choice

from page 1

touches the family and traditional more intimately.

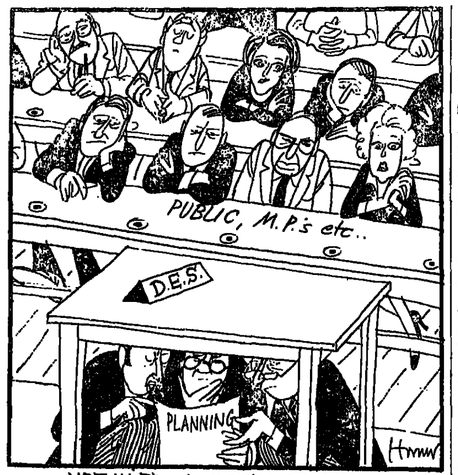
"It should be noted, however, that this decentralization does not automatically signify a high level of participation in the administering and control of the system."

However restricted the jurisdiction of the permanent civil servants in the department may seem to be "they do not waste what power they have".

"They exercise, in consequence, influence over the evolution of educational policy in their country at least equal to that of ministries of education that enjoy far more sweeping constitutional authority".

The examiners say that the United Kingdom offers an example of educational planning in which the structures for ensuring public participation are limited.

Full text, 8-11
Leader, page 6



NOT IN FRONT OF THE CHILDREN

Students will contest 400 rent summonses

from Tim Albert

LANCASTER

The students' union at Lancaster University is planning to fight all 400 summonses served by the university on rent strike students.

The summonses, which relate to last term's rent strike, were served on Tuesday. A spokesman for the students' union said they had decided not to cooperate.

"We are taking this action for the same reason that we started our rent strike in the first place", he said.

"We are opposed to this university and this administration putting into effect Government cuts in education, and we feel that the university authorities can be far more active in resisting these cuts.

"We are prepared to discuss what we can do to bring this to an end—if the university authorities are prepared to enter into talks to alleviate the implementation of Government cuts."

A week last Wednesday between 2,000 and 3,000 students took part in a national day of action at Lancaster. They were protesting against the alleged victimization of 28 students found guilty of taking part in the 12-day sit-in last term. Five of those are to be expelled.

In the evening, a general meeting of students voted against extending the sit-in but for a number of days' action with academic strikes.

On the same day the university senate voted to set up a conciliation group of staff and students which was due to hold its first meeting on Wednesday.

The students' appeals against their sentences are due to be heard by the university's committee for appeals and equity, whose chairman is to be Professor Sylvia Shimmin, head of the department of industrial relations in organizations.

A by-election for three members of the union executive has given a clean sweep to the Liberal candidates. The result seems to be a reaction against the old faces of the students' union rather than their policies. The Liberals have also supported sit-ins, and say they will support them.

Meanwhile the Council for Academic Freedom and Democracy has said they deplore the "absurdly severe and arbitrary penalties" handed down by the special tribunal at Lancaster, and urges staff and students . . . to combine in a campaign to see that more conciliatory and sensible policies prevail".

Universities ready for further cuts

by Sue Reid

Universities are adopting a grin and bear it attitude to the recently announced University Grants Committee awards for the next academic year. They are preparing to continue economies and do their sums again if necessary.

The actual grant values will hinge on the rate of inflation during the year. Sir Frederick Dainton, UGC chairman, has pointed out to individual universities that if inflation moderates to a figure below the 28.2 per cent recorded in the Brown Index for January 1974 to 1975 there would to that extent be an improvement in the value compared to this year.

But universities are worried that inflation will rise next year pushing the grant values down along with spending power.

This fear was underlined by Durham University's finance officer, Mr Alexander McWilliam. He said the university's grant (£5.4m) would be adequate only if inflation did not rise. If it remained static Durham would be able to get through the year ahead with only a small deficit.

Inflation on goods and services could eat into Hull University's grant (£5.9m) during 1975/76. A spokesman said the university was faced with the prospect of doing nothing about the £150,000 net deficit on this year.

"The problem will be for the university to decide how much to cut back on existing activities in an attempt to secure a position in which to have modest academic development in important areas. The inflationary rate of goods and service will also have to be considered", he said.

Strict economies will continue at the universities of Essex (£3.6m) and Kent (£4m) which both received small allocations. Essex said economies would be made on every vacancy that came up and appointments would be scrutinized no matter what category of staff they applied to.

Surrey University's deputy finance secretary Mr John Wakely said the university had a favourable balance at the beginning of this grant year. With this balance and the small surplus hoped for this year coupled to the UGC grant (£5.3m) he expected the university to manage in 1975/76.

Part of Nottingham University's grant (£5.5m) is to be earmarked specifically for the development of its medical school.

As one of the more rapidly growing universities Keele earned a favourable award (£3.6m). Development in the next academic year will not be halted altogether, but staff student ratios are likely to deteriorate.

St Andrews will face a substantial deficit in 1975/76 even assuming there is no increase in staff numbers, said Mr Charles Gordon, Quaestor and Factor of the university.

City University is predicting a deficit in 1975/76 in spite of its grant (£5m). Vice-chancellor Dr Edward Parkes says the figures are based on present commitments after economies.

The University of East Anglia, while not releasing its actual grant award, has criticized the amount as inadequate. Vice-chancellor Dr Frank Thistlethwaite told the university assembly cuts would have to be made to avoid a substantial deficit which could not be absorbed.

The final grant figure to Reading University has not yet been released by the university but it is expected to be less than £8m. Two other universities, Edinburgh and Leicester, have also withheld their award amounts. They are entering negotiations with the UGC about the figures.

University Recurrent Grants 1975/76.

	£
Aberdeen	9,428,000
Aston	7,462,000
Bath	4,097,000
Birmingham	15,006,000
Bradford	7,368,000
Bristol	not released by university
Brunel	4,816,000
Cambridge	16,257,000
City	5,009,000
Dundee	6,750,000
Durham	5,449,000
East Anglia	not released by university
Edinburgh	not released by university
Essex	3,643,000
Exeter	5,252,000
Glasgow	15,845,000
Heriot-Watt	3,692,000
Hull	5,907,000
Keele	3,661,000
Kent	4,019,000
Lancaster	5,048,000
Leeds	15,711,000
Leicester	not released by university
Liverpool	14,140,000
London	97,164,000
Loughborough	5,221,000
Manchester	17,923,000
Newcastle upon Tyne	11,419,000
Nottingham	9,579,000
Oxford	16,707,000
Reading	not released by university
St. Andrews	4,308,000
Salford	7,300,000
Sheffield	11,921,000
Southampton	8,841,000
Stirling	3,330,000
Strathclyde	8,750,000
Surrey	5,304,000
Sussex	6,103,000
Wales	26,407,000
Warwick	not available
York	3,779,000

Stanley Hewett: a tribute

Sir William Pile, Permanent Secretary, DES, writes :—

Five years ago when Stanley Hewett became general secretary of the ACTDE, the teacher training system was under attack and the colleges themselves felt that there was no justice in the world. For most of the 1960s they had responded unstintingly to intense pressures from government to treble the size of the teacher training system while effecting the transition from a two to a three year course.

Instead of gratitude and a respite from change they found themselves facing a committee of inquiry and first talk, then action, to reshape the system once again.

This time the keynotes were contraction, amalgamation, diversification. Never did a group of institutions more need a wise and resolute leader to protect and guide them. They found that leader in Stanley Hewett who showed the immense power for good that can come from constructive trade unionism.

To him must go the principal credit for the fact that these painful readjustments took place, and are still taking place, in an atmosphere of cooperation rather than confrontation.

His ability to see problems in their full context, his understanding of the constraints within which government policy is made and his courage and calmness in the face of conflicting pressures served his association well to the benefit of the whole education service.

Naturally relations between the department and the association came under strain. He rightly put them under strain when he thought that we, for our part, were being less than sensible or fair. He reminded us when we forgot that to be acceptable, radical changes needed to be based on the fullest public discussion of the underlying facts.

He repaired communications; he decisively influenced the shape both of several policies and particular decisions about individual colleges; he invariably secured the best deal that was going and so did much good. And he did all this while retaining at the same time the complete confidence of successive secretaries of state and members of the department at all levels.

There will hardly be a person who will not recognize that Stanley Hewett was a man out of the ordinary and that his early death

AUT protests criticized

from page 1

"What an irony that the present Secretary for Education, who is often attacked militant action is one who has for the first time met the needs of militancy amongst university teachers whose real desire is to be left alone to teach and research", he said.

On the day of action, university teachers went on strike in several universities including Sussex, East Anglia, Bristol and Leeds, and in many others lectures were cancelled for part of the day.

A number of motions condemning the Government's attitude were passed and several universities sent delegates to lobby MPs. Officers of the AUT at Bradford University were instructed to approach Mr Harold Wilson, who is the university's chancellor.

At Leeds where about 70 per cent of the AUT membership attended a lunch hour meeting, Lord Boyle, vice-chancellor, told staff "the union should not become the sole victim of the raging inflation".

About 1,000 academics from Manchester University and the Institute of Science and Technology (UMIST) marched through the city in what local AUT officials called a "tremendous response" to the call to show determination.

In Liverpool 500 staff attended a meeting addressed by the vice-chancellor, Mr T. C. Thomas.

Elsewhere in the country teaching was unaffected.

There would be a substantial improvement in university salaries in the period ahead, Mr Prentice told the Commons Select Committee on Science and Technology on Wednesday.

He said the Houghton report should have been regarded as negotiating advantage to university teachers. "They should have seen it as a springboard for a considerable improvement in the salary position."

NEXT WEEK
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Modern languages inset
Universities and the military
Academics" unpaid labour
British Academy (part II)
Future of the polys

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Universities' 'fat' pared by cuts

from page 1

do so. He reaffirmed his faith in the dual support system for university research, but made it clear that the continued use of the quinquennial system was in doubt.

Asked if he could give assurances that the system would be restored as the basis for university funding, Mr Prentice said it was essential that the universities returned to "a more long term system", but he would not say whether it would be quinquennial, a modified form of it, or another system altogether.

He said there were merits in the quinquennial system when currency was stable but these were cancelled out in times of high inflation. "In practice we have abandoned the

'DES ignored training advice'

The Department of Education and Science was strongly criticized by its principal advisory committee for teacher training last week for ignoring its advice that a 15,000 undergraduate entry to teacher training should be retained in 1978.

The Advisory Committee for the Supply and Training of Teachers agreed to send a letter to Mr Prentice, Secretary of State for Education, asking for clarification of the status of DES Report No 82, which sets a target of 12,000 places for undergraduate admissions — 3,000 lower than ACSTT's proposals.

Mr Max Morris, National Union

the union, raised the issue at last week's meeting.

He accused the DES of using the committee as a cover to pursue its own policies and asked why the ACSTT, which represents universities, colleges, voluntary bodies, local authorities and trade unions, should be ignored by the DES.

Mr Hugh Harding, the DES official responsible for the report session, said that the DES, apart from the Minister's statement on college closures, was purely for discussion.

The committee decided to write a letter to Mr Prentice asking him to confirm that the report was a discussion document, that the 12,000 figure is purely a discussion point for emphasizing that ACSTT advice

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AUT attacks 'overpraised' polytechnics

by David Walker

The polytechnics have been used by successive governments as a weapon against the universities, Professor William Wallace, the president, said in an opening address yesterday to the Association of University Teachers' council meeting in Manchester.

Inflated claims had been made for the polytechnics, Professor Wallace said. They were less economical than the universities and many of their departments were standing empty because they had not proved popular with applicants. Their staff were less well qualified and more of their students failed.

"Governments use false notions of the polytechnics to pillory the universities. Others also suffer. To make the polytechnics more viable the colleges of education have been raided and reduced. It is a heavy price for the public to pay for some politicians' blinkered fixation with an allegedly better alternative."

However, the difficulties of the polytechnics might force the government to take a new look at the universities, Professor Wallace argued.

Teachers had to be properly paid. The pay negotiating machinery had to be reformed to prevent unnecessary delay and bring the real bargaining parties—the AUT and government together.

University teaching and research had to be fully supported. The universities' great advantage over the polytechnics was their large investment in academic and physical capital which only needed topping up to develop output.

The organization of the universities had to be put on a long term basis with real quinquennial planning.

Pay claim goes to arbitration

Mr Prentice announced on Wednesday that the question of appropriate scales and percentage increases for university teachers' salaries to achieve broad parity with further education teachers from October, 1975, is to be referred to arbitration.

Mr Prentice said: "I regret that the university side of the negotiating committee is not prepared to accept the Government's offer which represents in my view a fair and reasonable solution.

"The original proposal from the university authorities and teachers has been that the October, 1974, scales should be increased by 18 per cent. The proposal they will present to the arbitrators is for an increase of nearly 36 per cent.

"The Government's offer before the arbitrators will be for 18 per cent payable in full in October, 1975. In addition, as I made clear to the negotiating committee, a further increase could be negotiated nearer October to reflect the increase in cost of living since October, 1974, subject to considerations relevant to the pay policy at that time."

The 18 per cent subsumes threshold payments of £229 a year currently being paid.

● Officers of the AUT have been criticized by their members in the wake of last week's day of action for not giving sufficient information on the progress of the universities' pay claim.

Members of local associations such as Bristol, East Anglia and Nottingham Universities complained that they had been given no chance to comment on the offer of about 36 per cent that the DES has made.

Manpower planning is to be increased, Government says

by David Hencke

Manpower planning is to be given more emphasis in the Government's policy for the expansion of universities and polytechnics, Lord Crowther-Hunt, Minister of State overseeing higher education, disclosed this week.

"It simply will not do to allow universities and polytechnics to produce whatever people they fancy or to raise the number and kind of places they provide to the applicants that come forward", he said.

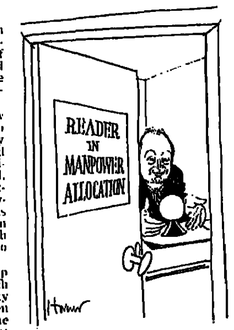
Lord Crowther-Hunt also questioned whether universities and polytechnics should in future be as research intensive as they had in the past, and whether research should be geared rather more to economic and social needs.

He said he planned to develop his thoughts on research in a speech to the Association of University Teachers in Manchester today, when he will also be discussing the priorities between the different sectors of further and higher education and the cost-effectiveness of universities, colleges and polytechnics.

He was speaking in London at a conference on The Implications of Low Economic Growth for Higher Education organized by North East London Polytechnic in conjunction with *The TIMES*.

Lord Crowther-Hunt said that manpower planning was particularly important at a time of financial and economic difficulty. "We need to be more than ever certain that the money we spend is well spent, which means in my view that we should do our best to produce the sort of educated people the nation needs.

"I must emphasise my understanding of the difficulties involved in manpower planning, and the failures that have been experienced in the past in relating the need for higher educated manpower to the



output of universities and polytechnics.

"None the less, we must recognize that these are still early days. Attempts at manpower planning in this country in most fields are of no very great age and have so far not been all that sophisticated.

"I am not deterred, therefore, from pursuing further a positive approach to higher educated manpower that would look again at what might be the needs of the economic system and to ask questions not simply about the numbers of qualified people but the nature of their qualifications."

A passive approach of allowing universities and polytechnics to produce whatever people they fancied ignored the policy variables which were at the disposal of the Government.

"At the very least, I would require convincing that those variables or levers should never be used. At the one extreme, student grants and the counselling services of schools can surely affect the demand for places in higher education. At the other a considerable fraction of all graduates end up in public service.

"It follows that the size of the public sector and the qualifications demanded in the public sector will themselves help to determine the number and kinds of graduates we need.

"It seems to me therefore that it is most unlikely that the best policy for a government in the long term is simply to observe and to accept whatever is happening."

Lord Crowther-Hunt said the Government already planned the number of teachers and doctors Britain required.

"We need to estimate our likely future needs for different broad categories of trained manpower, drawing from the experience of some of our industrial competitors and from their views on the different proportions and types of trained manpower they now have and are planning for." He said this could include scientists, engineers and technicians.

The minister also disclosed that he had appointed Professor Gareth Williams of Lancaster University to head an inquiry into the attitudes of 16 to 18-year-olds, to find out how school-leavers reached their decisions on whether to enter further and higher education or to take jobs with industry.

"When we know the main elements in their decision-making process we shall then know how best we might advise and encourage them to march their talents to the nation's needs. To leave it all to so-called 'natural demand' is not

continued on page 32

Student trends confirmed as poly enrolments rise

Total student numbers in the polytechnics rose by about 4 per cent in 1974-75, according to new statistics on student enrolments published this week by the Committee of Directors of Polytechnics.

Following the trends of previous years, full time and sandwich degree courses expanded while fewer students took part time sub-degree level courses. Students on "short courses" were not counted.

The figures conceal the fact that several polytechnics have contracted. Numbers in the troubled Polytechnic of North London fell by nearly 1,000 and at North East London Polytechnic by nearly 600.

Despite the fall in total numbers in London and at other polytechnics, like Preston and Birmingham, there has been a general growth. Even leaving aside the numbers of students who have come into the polytechnics as a result of mergers with colleges of education, numbers of full time students increased by nearly 8 per cent and sandwich students by over 4 per cent.

Some of the smaller polytechnics have grown rapidly during the period from 1974-75. Huddersfield Polytechnic grew by well over 50 per cent and Hatfield expanded significantly. Of the larger institutions, Bristol, Liverpool, Sheffield, Trent and Middlesex did well in the percentage growth stakes.

Among full-time students the numbers on "degree equivalent" and advanced non-degree courses fell by about 10 per cent; and by about 5 per cent among part-time students. Numbers of evening students fell in most categories of work.

The volume of postgraduate work done in the polytechnics increased markedly. Part of this was because of the increase in students taking postgraduate teacher training qualifications, but numbers on both part and full-time higher degree and diploma courses have risen.

Mergers with colleges of education boosted total numbers in the polytechnics by 3,683. Over 60 per cent of these were full-time students.

Most individual polytechnics expanded the number of full time students they took in 1974, except for North London, Leeds and Preston. However PNL, North-East London, South Bank and Thames Polytechnics all took many fewer part-time day and "evenings only" students than in 1973. Middlesex Polytechnic increased its part-time intake by nearly 40 per cent.

The majority of polytechnics took fewer evening students last year though here again the two remaining London polytechnics stood against the general tendency. Central London and the City of London Polytechnic both increased their evening students to give them the country's highest figures at over 5,500.

Figures available from the CDP, 204 Albany Street, London NW1 4AA.

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College treasures: Mr Prentice's actual words

Mr Prentice, Secretary of State for Education and Science, has been widely quoted as recommending that universities should sell their art treasures to make ends meet, in answer to questions from the Commons Select Committee on Science and Technology. The actual exchange went as follows:

Dr John Cunningham (Whitehaven, Labour): "Secretary of State, you said the universities were in a better position to live off their fat than other sectors of education, and you mentioned briefly the freezing of staff posts; what other areas of expenditure did you think they could afford to cut back? Was it only staff or other areas too?"

Mr Prentice: "To give a general answer—certainly staff; both academic and non-academic represent a very large proportion of their costs and this was the most obvious area.

"As I said a moment ago, some universities are better endowed than others. This is true in many ways. There was a professor at a university who should perhaps remain nameless who said: 'We are in such a state we may have to sell some of our famous oil paintings'.

"If I made that remark to the headmaster of a secondary school in the poorer areas of one of our big cities he would say, 'Well, about time too', bearing in mind some of the problems he was faced with. Perhaps this is an extreme example."

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Students to picket UGC visit

Oxford University Student Union is planning a peaceful picket of University Grants Committee representatives when they visit Oxford next week.

The action will take place at a meeting between the UGC and an eight strong delegation from the union. It is aimed at drawing the UGC's attention to student feelings about education cuts and the subsequent economies.

The delegation hopes to discuss seven main topics including the need for some sort of central social facility for Oxford students and faster progress towards "a sexually mixed" university.

Other points will cover the expansion of student numbers, which the union feels should continue, and the need for more student accommodation and better welfare facilities. The delegation also plans to *bring up the present arrangements* for financing higher education and will be asking the UGC to investigate the wealth of individual Oxford colleges.

The UGC visit comes soon before sideration of grants to each university during the next quinquennium.

Changes agreed for PNL

The Department of Education and Science has agreed to changes in the articles of association of the Polytechnic of North London that will reduce student numbers on the academic board.

Approval by the DES is the final stage for the proposals by a joint committee of the PNL and the Inner London Education Authority last year.

Elections to the newly constituted board could take place before the end of the summer term.

Scots to examine adult literacy

A three-year research project on adult literacy has been set up in Scotland under the Scottish Institute of Adult Education. It will look at the results of the BBC television programmes planned for September to help adults improve their reading and writing ability. The project will also include a survey of attitudes to and awareness of illiteracy in Scotland.

Technical and business education funds soar

The Department of Education and Science has announced its funds to the Technical Education Council and to the Business Education Council for 1974-75: £156,024 to TEC and £45,744 to BEC. Provisional funds for 1975/76 are: £340,000 to TEC and £122,000 to BEC.

College anxiety grows over closure decision

by David Hencke

Anxiety is growing among college principals in the West Midlands following proposals to close Shenstone New College of Education, Bromsgrove, which until last week had Department of Education and Science approval to merge with a neighbouring further education college.

The DES gave the Hereford-Worcester education authority the "choice" of closing any of its three colleges of education to meet a new DES target of 1,100 teacher training places in 1981.

A meeting of the further education sub-committee decided last week to recommend that Shenstone New College should be closed instead of, as the DES proposed, Hereford College of Education. The decision has to be approved by the county's education committee on June 2.

The college, which has 850 students and new buildings worth £2m, is the largest to be threatened with closure since the reorganization programme began. It was about to agree to merge with Bromsgrove College of Further Education on a shared campus and it has already received approval from its regional advisory council to offer new Diploma of Higher Education courses from September.

Dr Dennis Brailsford, the principal, said that the local authority's proposals had caused widespread concern among principals of many colleges in the West Midlands.

"If our college, which already had DES approval for its future, is not safe, which college can be", he said.

The DES decision to allow the local authority a choice of closure seems to have stemmed from the success of a campaign to keep Hereford College of Education open.

In the past few weeks the DES has received delegations from Durham, Luton, Darlington, Hereford and Worcester and in the past few days Leeds, Lincolnshire, and Kirklees have decided to exert pressure for the DES to change its mind on college cut-backs.

● The DES has proposed to close Kesteven College of Education, Grantham—another college which until last week was thought to have a safe future.

The 700-student college was proposing to link with Peterborough Technical College. The closure could mean the loss of 170 jobs, 70 academic posts and 100 non-academic jobs.

Lincolnshire education authority is to fight the plan since it will leave the authority with only one college, Bishop Grosseteste College, Lincoln, in the area.

Leeds education authority is to protest to the DES about proposals to cutback again the number of teacher training places in the city. The new plans, disclosed in a letter from Mr Hugh Harding, the official responsible for reorganization, will mean that 900 places will be retained in 1981 instead of 1,100. There were over 2,200 places last year.

Huddersfield Polytechnic has sent a strongly worded memorandum to the DES stating its case against the closure of its teacher training department.

"The cynical view is that the local authority made a mistake by being too early when it agreed in 1970 to amalgamate the Oaster College of Education with the regional college of technology to form a polytechnic."

The college's academic board refutes DES arguments about alternative use of premises and possible redeployment of staff.

Further closures in Yorkshire have been hinted in a letter to Kirklees education authority. The DES has confirmed it wishes to close Wentworth Castle College, Barnsley, and may now wish to close one of the three Bradford colleges of education.

● A deputation from Padgate College of Higher Education, Warrington, met Lord Crowther-Hunt, Minister of State for Higher Education on Wednesday to discuss new proposals to run adult and community education courses.

The deputation was led by Mr John Williams, the principal, and was supported by five MPs, including Mr Michael Noble, MP for Rossendale.

Rutherford to be research lynchpin

The Science Research Council has decided to concentrate support for high energy physics on the Rutherford Laboratory in Berkshire as part of a programme of regrouping the activities of its research establishments.

Work at the Daresbury Laboratory in Cheshire in preparation for experiments at the European Centre for Nuclear Research (CERN) in Geneva will continue, but work in support of all new proposals will be the responsibility of the Rutherford Laboratory.

From 1976, a substantial part of the computing carried out at the Atlas Computing Laboratory will be transferred to the Daresbury Laboratory, where it will be used to support a growing variety of work outside the field of high energy physics.

The council has decided to set up an interactive computing facility, and that the basis of it will be formed by that part of the Atlas Computer Laboratory remaining at Chilton.

University acts against seven who disrupted examinations

by Laura Kaufman

Seven Essex students are to be referred to the university's disciplinary committee for their part in disrupting examinations last term, when papers of four first year chemistry students were torn up.

The proctor, Dr John Oliver, said identification of the students had been hindered at the time, but he was now referring seven *prima facie* cases of breaches of the university's code of discipline to the disciplinary committee because of the seriousness of the offence.

On Monday, a working party, chaired by Professor Peter Townsend, on student rents produced a report which only one staff dissention recommending that 1,500 students living in Essex's tower-blocks should have their rents reduced by 65p a week in the current year. The reduction is to be retrospective with comparable reductions in other university-owned accommodation.

The report recommends that next year's tower-block rents should be 70p a week lower than originally proposed. It said the percentage increases in accommodation charges for both this year and next should not be greater than the percentage increases in student grants, and recommended the rent reductions in conformity with the University Grants Committee's guidelines that accommodation accounts should be self-balanced.

The report was forwarded to the vice-chancellor, Dr Albert Sloman, on Tuesday and will be discussed by senate next Wednesday.

Mr Colin Beardon, the retiring president of the students' union, said: "We hope that the senate, having set up a working party which was almost unanimous in its recommendations, will feel obliged to accept them. But we are very sceptical that they will. If they do not there will be trouble."

Last Thursday the senate passed the recommendation of the working party chaired by Professor John Bradley that the regulation preventing students from sitting their examination if in debt to the university should be changed. It will take effect immediately.

The modified regulation means that students' examination results will not be published or formally recognized by the university if they are in debt to the university, unless the dean of students applies his discretion.

But the students' union executive are dissatisfied with the new regulation. Mr Beardon said: "The report falls in any way to deal with the real problem—the use of academic sanctions against people who incur civil debts. Our case was that when there is a dispute, the regulations are ineffective."

On the disciplinary charges, which will be heard in mid-June, he said: "These students were taking action under union policy in defence of the rent strike, on an issue—the examination regulation—about which the university has already admitted it was wrong. We intend to defend all seven."

'DES failed to give Russell lead'

The Department of Education and Science has disappointed hopes that it would provide a national lead in responding to the Russell report on higher education, the annual conference of the Workers Education Association was told last weekend.

In an opening speech to the conference, Mr Bill Hughes, principal of Ruskin College, Oxford, said that when the association accepted the report in 1973, it was acting on the assumptions that the department would also respond to the challenge.

"So far this last hope of a national lead from the DES has been disappointing, or at any rate deferred", Mr Hughes said.

Dr Elizabeth Monkhouse, deputy president of the association, told the conference that an overall study of the WEA's finances in England and Wales in 1973/74 presented a disturbing picture of sharply rising costs set against slowly rising income.

"While some increase in income must and will be sought from voluntary sources, unless more help is forthcoming from public funds there is a real danger that the present momentum of the WEA will be lost", she said.

"With it will go the morale and goodwill of its voluntary workers in a damaging decline from which it would be increasingly difficult to recover."

The conference had been billed as a crisis meeting. A 12 page document, sent to delegates along with the order papers, had pointed out that nine of the 21 districts were in the red for 1973/4, that the central office's reserve funds could be exhausted within two years, and that urgent steps must be taken to raise money both from inside and outside the organization.

Lord Crowther Hunt, speaking at the pre-conference rally, stressed that the Government could only halt the movement out of any "crippling financial difficulties".

The movement has pledged to undertake a programme of action urging that it should be made mandatory for local authorities to provide suitable accommodation for WEA classes.

The conference also decided to refer to the national committee proposals to set up a working party on pre-retirement education, and on finance, and to appoint a central official to advise the districts on legislation. But the conference turned *down a suggestion that a public relations officer should be appointed.*

Doubt remained over whether the package will be enough to save the movement from its own propheties of doom. One delegate said afterwards: "The only thing on the agenda at the next conference is two years' time will be motion to wind us all up. We'll see."

Schools Council urged to bring in CEE by 1976

A call for the full implementation of the new Certificate of Extended Education by 1976 was made this week by the Standing Conference of Regional Examinations Boards.

In a report on the CEE they urged the Schools Council to make a positive recommendation to the Secretary of State for Education and Science that the CEE be ratified and implemented by 1976.

"The need for the CEE is urgent and cannot await the major review of the examination structure at the 16 plus and post 16 stages, which may well not be effective until 1980. It is therefore necessary to use the experience and resources of the present examining boards to provide a CEE from 1976 onwards."

The CEE would provide an alternative examination to O and A levels for students staying on beyond the school leaving age.

The boards, which have been running pilot schemes on the CEE in almost every region of the country (about 18,000 entries were received this year), emphasized that demand from schools and colleges showed the CEE was needed as soon as possible.

There were signs that polytechnics and colleges of education might find the pilot scheme results useful for assessing students' potential. It was important that further and higher education, commerce and industry should all be adequately represented on the boards' CEE committees.

Copies of the report from: Standing Conference of Regional Examinations Boards for the Certificate of Secondary Education, Publications Branch, Scarsdale House, 136 Derbyshire Lane, Sheffield S8 8SE. Price 5p plus postage.

Faculty status may follow new charter

The school of education at Birmingham University is to become a separate faculty provided the new university charter being considered by the Privy Council, gets the Royal Assent.

Under the new charter the university would be able to change its faculty structure on its own authority and senate has decided that the school of education, one of the oldest and largest in the country, should be organized as a faculty.

The major change that will result from the move is that education will have full responsibility under the senate for awarding higher degrees.

'Bargaining important in course development'

by David Dickson

Curriculum development should be seen as resulting partly from a process of "bargaining, negotiation and compromise" among university teaching staff, according to two educational research workers.

Such a process, they suggest, is used to define both course content and those areas of knowledge which a subject may legitimately include. At the same time, bargaining conducted in academic language can represent political disputes over the allocation of finance and the relative strengths of different departments.

These suggestions are made by Dr Peter Sheldrake and Mr Stewart Berry in *Looking at Innovation: Two Approaches to Educational Research*, published this week by the National Foundation for Educational Research.

They are based on the results of research carried out by the Anabas Project, part of the Nuffield Foundation's Group for Research and Innovation in Higher Education.

In particular, the researchers studied the introduction of two "outside" courses into established vocational curricula, the first a behavioural sciences course into the third-year medical course at Edinburgh University, and the second a "background" course taken by electrical engineering students at Birmingham University.

A content analysis of the 100 topics of 14 working party meetings held to discuss the introduction of the Edinburgh course showed that 76 were to do with political and administrative arrangements, including the status of the course and its examinations, its place in the curriculum as a whole, and arrangements for teaching.

Fifteen of the topics discussed dealt with the reports of the Anabas research workers, and only nine dealt directly with the course's academic content in isolation from political and administrative issues.

The research workers suggest that the low discussion of content resulted from the members of the working party, on which four departments were represented, being caught between two "universes of discourse".

The first, dealing with the actual content of the course, was legitimate, but from the political point of view irrelevant. The second, dealing with the share of "student hours" that the course represented for each department, was illegitimate but *politically indispensable.*

A rise in student-hours is virtually the only evidence that carries real weight in a department's negotiations for increased resources, particularly at present, the research workers suggest. The result is a confusion between means and ends.

"The fate of students at the end of three years of a university education is as much in the hands of the political expertise of professor as it is the result of debate about vocation or education, relevance or necessity—as, indeed, is the fate of the academic subjects themselves."

Looking at Innovation: Two Approaches to Educational Research. NFER Publishing Company, 2 Jennings Buildings, Thames Avenue, Windsor, Berks. £3.10.

Chaplaincy opened

An interdenominational chaplaincy centre was opened at Warwick University this week. The £60,000 centre has been built from donations from Anglican, Roman Catholic, private, free church and Wolfson Foundation funds.

Stirling accountants

Two new undergraduate courses in accountancy are to be offered at Stirling University in September: one on accounting theory and standards, including international requirements, and the other covering management control systems and quantitative techniques.

Dons draw up sit-in defence guide

by Laura Kaufman

A first priority for university teachers threatened by a sit-in or student disruption is to move their valuables and to lock up their files, according to a discussion paper to be circulated to the council of the Association of University Teachers today.

The document—a riposte to the recent National Union of Students advice on disruption—recommends that after salvaging their goods and chattels, AUT officials should tell university authorities of the values of "communication".

"Many disruptions gain support from a large number of otherwise 'moderate' students (and staff) because of misunderstandings and misinformation. It is important that during a disruption, the university's case is put clearly, fully and widely."

Taking a longer term view, the document discusses ways to retain the students' confidence, liaison with non-academic staff unions, and the legal position of staff prevented from getting into libraries and laboratories by picketing students.

It is on the agenda of what members of the AUT believe is one of the most important council meetings in years. It started yesterday and must decide what further action university teachers ought to take on their salary claim and whether the AUT should ballot its members on affiliating to the Trades Union Congress.

The agenda has over 50 separate resolutions on salaries, taking a general line of protest at the Government's attitude and calling for the AUT's campaign to take a more effective form. Three resolutions from local associations criticize the executive committee for its handling of the negotiations.

An executive motion lists the next steps academics might take to embarrass the Government, including the abandonment of unpaid government service and a refusal to cooperate in school and higher education examinations by not releasing results or not marking scripts.

But this is outdone in militancy by a motion from Nottingham which says that if the Government fails to agree an acceptable salary settlement the association should withhold all marks for internal university examinations, and call on all members engaged in external university, Council for National Academic Awards, Open University, civil service, professional and A-level examining either to cease to cooperate or work to rule.

A Bristol motion censures the officers and the executive for their handling of the salary negotiations and the inadequate planning of the Day of Action on May 6 while a motion from Leeds regrets that the general secretary and the executive committee "have failed to obtain *timely publicity at successive* stages in recent pay negotiations".

Seven motions from local branches call on the executive to press for changes in the present pay negotiating machinery, an indication of the frustration over delays and difficulties caused by the present two-stage machinery.

Discussion of a ballot of members on TUC affiliation will be addressed by Mr Ted Britton, former General Secretary of the National Union of Teachers tomorrow.

A policy statement on student disruptions and how members should behave during them will also be submitted to council tomorrow.

It says that if members feel strongly enough about a sit-in to want to withdraw their labour, the decision should be taken at a general meeting and headquarters should be notified. Any action should be conducted in a dignified manner, as considered policy rather than a hasty decision.

It also advises dons to preserve their valuables, to take precautions when locking rooms and files and local associations to make contact with other unions on campus so that they can take a united stand when student disruption occurs.

The association's definitive document on academic freedom was submitted for council's approval on Thursday evening. "Universities should do nothing to abrogate their staff's civil liberty of adherence to (and expression of) any religious, political or philosophical views", it says.

In contradistinction to the Robbins report, which said that the aims and objectives of higher education were instruction in skills, promoting the general powers of the mind, the advancement of learning and the transmission of a common culture and common standards of citizenship, the statement says: "We agree with the Grimond Report that the last of these implies a doubtful philosophy and that emphasis should be put rather on developing powers of critical analysis and constructive synthesis, assisting the growth of personal maturity and contributing to the well-being of the community through the application of knowledge and encouragement of creativity."

"These purposes cannot be fulfilled unless all those concerned are free, independent and critical in their work and pursue it with integrity, scholarship and a sense of responsibility."

ATTI claim for arbitration after Burnham rebuff

The Association of Teachers in Technical Institutions has asked an independent conciliation service to arbitrate on their pay claim after refuff in the Burnham negotiating committee last week.

Local authority representatives in the Burnham committee rejected both the ATTI's claim averaging about 26 per cent and the request for revised grading of posts laid down in the Houghton report.

The ATTI's original claim of £500 plus 8 per cent made in March had been increased to 12 per cent plus £580 to take account of movement in price and salary indices and a large award made recently to civil servants of comparable status.

The management panel of the Burnham committee offered instead a flat rise of 12½ per cent on all salaries up to £8,000 and £1,000 on all salaries above that figure, net of threshold payments. It said there was no possibility of changing the Houghton salary structure.

At a similar stage in negotiations between representatives of primary and secondary school teachers and local authorities, it was agreed the dispute should go to arbitration. The ATTI, however, is understood to be reluctant to accept such a solution involving the cumbersome machinery of formal conciliation.

A spokesman for the ATTI said this week that conventional arbitration could delay settlement of the claim for several months, perhaps until the start of next term. Some ATTI officers are understood to fear that the Government might introduce some kind of wage freeze during the summer.

The ATTI decided instead to approach the Advisory, Conciliation and Arbitration Service which is an independent body under the auspices of the Department of Employment to examine their claim quickly. The management panel refused a joint approach to ACAS but said it would not obstruct its work.

Excellence or Equality: a dilemma for higher education?

Is there a conflict in higher education between the pursuit of excellence and equality of access and provision? If excellence—in scholarship or over a wider range of activities—is the overriding objective, what benefits are devised by society as a whole? If equality is given precedence, is there a danger of mediocrity and intellectual decline?

PLENARY SPEAKERS: Clark Kerr, Carnegie Council on Policy Studies in Higher Education; Henri Janne, University of Brussels; Sir Roy Marshall, Committee of Vice-Chancellors; Torsten Husen, University of Stockholm, Seymour Martin Lipset, Harvard University.

WORKING PARTIES AND KEYNOTE SPEAKERS: Aims and Purposes: Charles Carter (University of Lancaster); Access, Structure and Organization: Ladislav Cerych (Fondation Culturelle Européenne, Brussels); The Research Role: Edward Shils (University of Chicago); Teaching and Learning: Marcel L. Goldschmid (Ecole Polytechnique Fédérale, Lausanne); The New Media: Alec Ross (University of Lancaster); Credentialism and the Labour Market: Mark Blaug (University of London); Special Issues in Developing Countries: R. P. Dore (University of Sussex); Radical Alternatives: Ian Lister (University of York).

For full details, write to: D. J. Hounsell, Secretary, International Conference on Higher Education, The University, Lancaster LA1 4YL.

3rd International Conference on Higher Education at the University of Lancaster

1–5 September 1975

Science survey causes concern

The Department of Education and Science is concerned about a survey which showed that only nine out of 36 physical science departments in teacher training colleges were considered viable, in terms of admitting at least 10 students a year.

The survey was carried out by Mr Denys Gaskell, head of physical science at Matlock College of Education in Derbyshire, and Dr Alan Dronsfield, lecturer in chemistry at the college.

It revealed that there were only about 2,000 potential science teachers passing through colleges of education, and that a number of physical science departments were closing down because of a lack of students.

In a letter to *The Daily Telegraph* last week, Mr Gaskell and Dr Dronsfield said that when higher entry requirements into colleges of education of two A levels are implemented, possibly from September, intakes to science departments would be cut by about 60 per cent. "It is estimated that when this happens, only one or possibly two departments will have realistically sized groups of students", they say.

● Talks are taking place between the DES and the Association of Teachers in Colleges and Departments of Education over the low level of potential science teachers currently undertaking teacher train-

Graduate trend worries industry

The vast majority of Bradford University's 1974 science and engineering graduates found jobs related to their degrees, but only a quarter opted for employment in industry, according to a report published by the university's careers and appointments service.

Employers in industry seem concerned about this trend, "and it may not be coincidental that one of the largest general increases in starting salaries was for graduates in this category", the report states.

The careers and appointments service records that only 19 Bradford graduates out of 72 completing courses in chemistry, colour chemistry, textiles or materials science went into industry, even though all but two chose jobs in which they could use their degree subject.

The report suggests that the graduates' desire for security was a more important influence on their job choices than in previous years. In keeping with national trends, a steadily increasing proportion (15 per cent in 1974 as compared to 10 per cent in 1973) entered the public service. This was largely influenced by the number becoming social workers and the proportion of pharmacists and civil engi-

Britain launches Saudi scholar scheme

Britain has agreed to admit the first of a number of Saudi Arabian students on £1,500-a-year scholarships to train as teachers and doctors in British universities.

Forty-eight students will attend Manchester University next year on the third year of a course on the teaching of English as a foreign language. Another 28 students, funded by the Saudi Arabian Ministries of Defence and Education, hope to enter British medical schools.

The students are an advance guard of what Dr Sadek Asad, cultural attaché at the Saudi Arabian embassy in London, hopes will grow into a substantial number over the next few years.

The 48 teacher trainees are part of the annual admission of students to a three-year course which begins in Saudi Arabia. Students spend their second year at three British colleges of further education — Abraham Moss, Manchester; Kirby College, Liverpool; and Brooklands College, Weybridge. The final year is spent at Manchester University and the Scottish Institute for Education Studies at Murray House, Edinburgh.

Dr Asad said that it was hoped to expand the numbers on the course to between 60 and 70 a year by 1976. Another 48 students are due to enter the colleges of further education in September.

The 28 medical students are taking English courses at four colleges of further education: Cambridge, Crawley, Gloucester and East Warwickshire College at Rugby.

One of the possible medical schools is the Charing Cross Hospital Medical School in London.

Dr Asad said that the fees for all the students were being paid by the Saudi Arabian Government. Students have an allowance of £130 a month while they study. He added that there had been complaints that this was not enough to live on. British students receive a grant of £605 a year.

Stanley Hewett memorial service

A memorial service for the late Mr Stanley Hewett is to be held at 1.00 pm on June 2 at Beveridge Hall, London University. Tributes will be paid by speakers from the National Union of Teachers, Birkbeck College, the Department of Education and Science, the Association of Teachers in Colleges and

6.5 per cent growth in poly enrolments

Polytechnic	Full-time	% change over 1973	Sandwich	% change over 1973	Part-time day and Evening	% change over 1973	Evenings only	% change over 1973
Birmingham	2,702	3.4	806	2.6	3,408	−12.8	1,714	−10.3
Brighton	1,703	8.3	469	−8.9	1,014	3.1	384	−0.1
Bristol	1,990	11.2	666	−13.8	2,179	1.4	736	15.1
Glamorgan	309	50.0	1,026	9.1	909	−2.9	144	−6.5
Hatfield	524	71.8	1,564	−2.2	1,245	38.9	104	−7.2
Huddersfield	1,617	56.9	978	26.1	1,978	221.9	498	27.6
Kingston	951	3.6	1,042	−0.06	731	8.1	401	−9.3
Manchester	2,041	9.1	1,057	3.9	1,057	0.3	215	31.1
Leeds	2,419	−6.6	1,107	8.0	2,606	11.4	1,786	0.1
Leicester	2,062	7.9	850	6.2	1,698	30.8	1,132	−5.3
Liverpool	2,342	15.7	1,495	23.8	1,817	10.1	691	−22.8
London:								
Central	1,532	5.3	494	9.2	1,256	−42.7	5,598	53.8
City of	2,629	23.1	246	−15.5	2,700	−3.9	5,781	10.0
Middlesex	3,257	−60.8	1,661	3.2	1,271	39.5	643	−2.8
North	3,093	−10.4	297	−8.7	895	−19.4	303	−57.8
North East	2,625	11.6	1,198	15.2	1,773	−13.0	550	−36.4
South Bank	1,179	3.6	1,549	6.4	2,493	0.0	774	−58.4
Thames	919	2.1	844	4.8	854	−4.4	388	−20.4
Manchester	3,355	3.9	837	17.7	2,612	16.7	1,155	−23.6
Newcastle	2,798	45.8	1,332	−0.4	1,881	7.7	984	−21.3
North Staffs	1,102	7.4	834	2.9	1,749	−0.8	327	1.2
Oxford	1,664	1.2	376	−0.1	891	6.8	136	7.0
Plymouth	2,240	9.3	1,134	−8.7	394	17.2	123	−5.4
Portsmouth	2,996	8.9	1,351	−1.6	545	1.3	118	12.3
Preston	591	−7.1	391	7.1	1,504	−83.2	225	−48.6
Sheffield	1,137	25.9	1,990	8.4	2,158	12.5	779	−12.7
Sunderland	1,352	9.0	534	1.3	737	30.6	255	−16.0
Teesside	1,781	26.5	667	1.2	1,196	−1.2	429	−13.7
Trent	1,813	7.5	2,087	15.2	2,344	3.8	503	6.9
Wolverhampton	1,448	13.9	338	−14.0	1,715	−12.9	517	−2.9
All enrolments	58,089		28,128		47,177		28,203	
Enrolments from mergers	2,262		131		1,293			
Basis for comparison with November 1973	53,827		27,997		45,884		28,203	
% change since November 1973	+7.8		+4.1		+4.1		−3.8	

Lord Crowther-Hunt reveals his vision of 'open colleges' in OU mould

An "ambitious vision" of an Open College, or a series of Open Colleges, was outlined last week by Lord Crowther-Hunt, Minister of State overseeing higher education at the Department of Education and Science.

Speaking to the annual conference of the Workers' Education Association, he suggested that the success of the Open University encouraged a vision of the Open College for the 16-to19-year-old age group, providing more education for them at less cost.

A conference was being organized in the autumn, he said, to discuss the issues raised by the new concept. It was hoped that all those concerned with vocational and adult education would attend.

Lord Crowther-Hunt said :

Waiting for the Russell discussions to begin is like waiting for Godot. The department's officials, of course, have already had informal discussions with officials of the local authority associations. But the wider discussions the Secretary of State promised last July have been delayed by the need to decide what progress is possible within the constraints dictated by present economic circumstances.

I hope we'll get into these discussions soon — but I'm not going to pour out the old bromides about Russell—I want to say something positive, and I hope encouraging. Because in these difficult economic and financial times the way ahead in education, in general and adult education in particular, demands imagination and vision.

My starting point is that part of the Russell report which talks about the contribution of the media to adult education. Naturally, the Russell report pays its tribute to the Open University—"a permanent multi-media system of higher education for adults"—as it describes it in its precise official way. It goes on to say: "Its successes to date indicate how remarkably efficient this mode can be when operated with the exemplary professional skill which has marked the university since its inception".

Well—there's no doubt about that—it's one of the great success stories of our time. And it is something we in the Labour movement can be particularly proud of—offering as it does degree level work to ever-widening groups of mature students. Now the Russell report notes, of course, that the OU is concerned virtually exclusively with degree and degree level work—and then adds in its typically cautious and modest way: "Nevertheless the example of the OU is likely to bring into prominence the need for similar forms of provision at other levels and in non-academic fields which would benefit from being served by modest analogues of the Open University".

A masterly understatement — because why modest analogues, I ask myself at this point? Can't we have an ambitious vision of an Open College or Colleges—which will cater for non-advanced vocational level courses for all our young people beyond the age of compulsory schooling—an Open College or Colleges which operate in the non-vocational fields too—offering a wide range of cultural and other courses which will enrich all our lives in the context of what it's now fashionable to call "the age of education".

But the essential point I'm making here is that this concept of an Open College might well enable us not only to provide more educational opportunity for everyone but might actually make more efficient use of our educational resources than we do now. This is an exciting prospect —that an Open College might well be a way of providing more education, in a more imaginative way for more people at less cost. It could be a real pot of gold at the end of the rainbow.

Equally, of course, it could be a mirage or will o' the wisp—to make a horrible mixture of metaphors. But the fact that there can be those two reactions to this exciting concept—one more exciting now we know how successful the Open University has been—in itself indicates the enormous number of problems to be discussed in this area before anything could possibly start.

That is why we are going to organize a conference in the autumn of all the interested parties to discuss these issues.

There are a very large number of issues which need to be discussed at such a conference. And I start here by quoting the Russell report which defined the concept of an Open College—though it didn't use that word. I think it called it an "Open University at a lower academic level". I call it an "Open College" which could cater for a large number of different levels, particularly at the 16-19-year-olds no longer at school and adult education generally.

But whatever the levels the essential concept of the Open College is, to quote the precise words of Russell again, a "multi-media system combination teaching at a distance with face-to-face tuition, some relatively permanent, others transitory or perhaps ephemeral".

Now—if we start there—we have to ask ourselves such questions as : Would an Open College or Colleges simply be an adjunct—a teaching aid—to be used in courses now being run by local authority colleges or in extra mural departments of universities?

● Should an Open College be thought of as the body, which in conjunction with, and in partnership with, local education authorities and others provides and plans a lot of the course they need?

● If the latter have we to think in terms of a series of regional Open Colleges?

● In any event what would be the role of the voluntary bodies like the WEA in such a venture? And how would it affect their traditional and non-traditional work?

● Could an Open College ever begin to cater for the vast range of vocational and non-vocational courses?

There are, of course, many other questions like these which will have to be discussed. And the project could be got off the ground only if it seemed it would be a more economical way of making educational provision than developing our more traditional methods.'

Free teachers from research burden, says Sir Frederick

by Alan Cane

University academics should be relieved of the contractual duty to undertake research, Sir Frederick Dainton, chairman of the University Grants Committee, told an audience of science educationists last week. He said the obligation to do research was a positive burden to many academics who would be better freed to do other things.

Sir Frederick, speaking at a meeting of the Society for Education in the Applications of Science, said future science courses for all but the most gifted must include some study of science and society.

He said: "I can see few if any issues on which decisions taken by society in future will not involve a scientific as well as the more usual ethical and political inputs."

Sir Frederick said that academic scientists were, for example, comparatively ignorant of the relationship between innovation or invention and the cash benefits to society as a result of exploiting a new process or development.

He said that courses provided by non-science departments as a "top dressing" were seen as irrelevant by keen scientists anxious to get on with their specialism. "These courses in science and society have to be an integral part of the course; it has to be seen that the academic scientists believe in them."

He went on to say that traditional lecture technique would not work and that small group teaching offered the best hope. But the system of esteem in the universities had to change so the generalist was as highly regarded as the specialist.

The meeting discussed the first results of SICON (Science in a Social Context) a cooperative project sponsored by the Nuffield Foundation which aims to produce materials suitable for teaching in courses on science and society. Professor Lewis Elton, head of the Institute of Educational Technology at Surrey University said there were more science teachers than were being employed profitably in higher education and he called on the UGC to offer a lead in the redeployment of science staff.

Sir Frederick emphasized that the role of the UGC was to defend university autonomy and not to tell the universities what to do. They would resent it if planning which was supposed to come from them was imposed from outside.

Professor Stephen Cotgrove of the department of sociology at Bath University argued that the sociology of science and society was very much more complicated than those looking for broader science courses would allow. He was worried that the meeting gave the impression that social issues which he found complicated and intellectually testing could be "mugged up *en passant*" by scientists and taught to their students.

College changes give 'new men' chance of power

by David Hencke

The Government's reorganization of teacher training is creating opportunities for "new men" with knowledge of curriculum change to challenge the traditional authority structures of old established colleges of education.

The rise of the new men", the curriculum coordinators and the academic planners, was one of the points made by college of education sociologists at a seminar organized by the Society for Research into Higher Education at Birkbeck College, London, on Saturday.

Three speakers—Dr Ken Shaw, of St Luke's College, Exeter, Mr Peter Chambers, of West Midlands College of Education, Walsall, and Mrs Eileen Wormald, of Worcester College of Education—emphasized the role of the "new men" (and women) who can influence academic boards' decisions on the future of colleges.

Often referred to academic conferences, knowledge of curriculum developments and an understanding of complicated Council for National Academic Awards procedures, can give the "new men" an advantage in debate and allow them to produce selective documents which other people will find difficult to challenge.

The rapid rate of change in teacher education allows little time for other people to present alternatives in the time available.

Dr Shaw, one of the few academics to carry out research on organization and decision making in a college of education, described the colleges as a community where various groups of people are allied with each other in political alliances similar to political parties.

In a complicated paper he described the decision making process in the "benign and integrated" society of the college. "Whether this will survive in the sabre toothed conditions of redundancies and retraining for new jobs is a different matter", he said.

He emphasized the role of the academic board, the participation of unequals in discussion and the closed society of the finance and general purposes committee and the governing body.

He also warned of the external constraints on the college, whether imposed by the University Grants Committee (in negotiations with a university) the CNAA, the local polytechnic or the local education authority.

Academics in colleges are hoping to pursue further research in this potentially growing field, but are worried about access to information and being able to present an accurate picture.

Dr Shaw said that the best advice was to publish a working paper in an obscure journal, circulate it to your colleagues who will not understand it and then leave you to carry out your researches without hindrance.

Australian students warn professor against taking job

The National Union of Students has forwarded a letter from students at Sydney University to Professor Gordon Mills of Kent University trying to dissuade him from taking up an appointment in the Australian university's department of economics.

This follows disturbances at Sydney over attempts to persuade the university authorities to split the department into two sections, one teaching orthodox economics and the other political economy (*THES*, May 2).

The students' move is a result of the university's decision to appoint Professor Mills, a mathematical economist and author of a book on linear algebra, to the third chair of economics in the department.

Professor Mills was recommended for appointment to the post by a university selection committee in preference to Dr E. L. Wright, currently an assistant professor in the department and a leading supporter of moves to split the department into two.

In their letter to Professor Mills, the Australian students say that he has been misinformed about the degree of bitterness and conflict that exists within the department, and that he is in danger of becoming victim of a conflict that is not of his making.

"The decision to appoint a mathematical economist over Wheelwright is seen as political discrimination in the extreme, and a further attempt to prevent the success of political economy", the students say.

Last week, over 40 Labour members of the Australian parliament tabled a motion demanding an inquiry into allegations of political bias in the department.

Mr John Randall, president of the NUS, said this week that the union had been contacted by several Australian student organizations asking for details about academics who have applied for senior positions in Australia.

He has written to the president of the Australian Union of Students saying that Job advertisements seemed to imply that cuts in expenditure on higher education in Britain seemed to be coinciding with a boom in higher education in Australia.

Professor Mills has been indisposed and unavailable for comment.

Social policy focus

Law and social policy will be one of the main focuses of a new three-year law degree to be run at the North East London Polytechnic. It is expected that about 30 students will

East Anglia abandons schools plan

The University of East Anglia has been forced to abandon plans for new schools in electronics and psychological sciences because of financial difficulties, Dr Frank Thistlewaite, its vice-chancellor, told the university court last week.

Presenting his annual report for 1973-74, he said the university still hoped to set up a new school of law, but warned that its grant from the University Grants Committee for 1975-76 was far from adequate. "At first sight the sum allocated to UEA does not appear to be adequate to meet our commitments for next year, let alone finance new developments."

The university had reached a point where there was a real threat to academic standards, he said. "I accept that in a time of national economic difficulties we all have to tighten our belts but, in doing so, I hope that we will not damage irreparably the institutions that are the foundation of our higher education."

The vice-chancellor was speaking to the court on the university's third biennial open day, which was attended by some 150 teachers and further education lecturers from all over the country.

The open day was held partly to boost applications which, according to the vice-chancellor's annual report, had declined in the past year. It was unlikely the university would meet its target of 4,500 students by 1976-77, he said.

Dr Malcolm Frazer, admissions officer and professor in the School of Chemical Sciences, said the drop in applications was affecting all new universities, which were now less fashionable than they were. It was partly also because the university had a large number of courses which involved the less

'In-service training must not overshadow research needs'

Universities must maintain and strengthen research work in education while increasing in-service training for teachers, the Universities Council for the Education of Teachers recommends in a paper published this month.

The paper says that society needs more people with the intellectual, academic and professional discipline of extended study or research as well as teaching experience.

"This is true for the holders of the more responsible posts in schools, for senior administrators and advisers in local education authorities, for staffs in colleges, polytechnics and universities. There is no doubt about the needs: equally clearly it is in this area that university schools of education can make their most distinctive and fruitful provision," it says.

"The second priority is that the universities should increasingly provide in-service bachelors' degrees in education. The fact that more teachers are leaving their initial training with a bachelor of education, was bound to result in strong and justifiable pressure from serving non-graduate teachers to catch up.

"The loophole allowing some diploma holders to move directly to a master's degree is insufficient and at the wrong level for the majority."

UCET adds that, although the three-year certificate of education is now starting to be phased out, the disappearance of the diploma courses in education is premature. Once a number of them have been converted to a degree, the remaining diplomas should become awards aimed at extending professional expertise, developing insights and providing disciplined study within a speciality field.

"Such a development would bring diplomas in education into line with other university practice. If diplomas in education move in this direction, they will be joining a family of awards with a distinctive and recognised function."

Report on In-Service Awards. Available from the Universities Council for the Education of Teachers, 3 Crawford Place, London, W1H 2BN.

Crisis emphasizes value of books

There was never a better time to assert the value of the book as an instrument of civilization than during the present economic crisis, Lord Goodman, president of the National Book League, said last week.

Lord Goodman who is shortly to take up the position of master of University College, Oxford, was opening an exhibition mounted by the NBL of books on historical buildings.

He said the exhibition, for European Architectural Heritage Year, was designed to bring to people's attention what was happening to civilized values as regards buildings and the conservation of cities throughout Europe.

The exhibition is in the NBL gallery, 7 Albemarle Street, London W1, till May 31.

Metallurgy course figures rise

The decline in admissions to metallurgy degree courses has been halted, according to the latest survey by the Institution of Metallurgists.

Impetus, the institution's magazine, says that after reaching a peak in the late 1960s the number of metallurgy graduates emerging from universities and similar institutions in the United Kingdom has been falling.

In 1968 there were 951 admissions but by 1972 the number had dropped to only 740, rising slightly this autumn to 776.

The magazine warns that losses due to emigration have been increasing and that, if current trends continue, net losses from the profession could exceed gains in a few years'

Don's diary

All change inside

The natural product of donnery is an article or a book, not a diary, but I must admit that the question *how* people write always interests me. I think this can hardly be idiosyncratic since I've found that for every person who has wanted to discuss the content of my last book with me there are three who want to talk about one sentence or the beginning that records the fact of its having been written in the course of a four-month trip from Piraeus to Mombasa and back, as the only passenger on a Greek freighter. Since it's wearing out as a conversational gambit (and I'd quite like to finish it off) here are the answers to the usual questions.

Q. How do you get on one?

A. There are firms specializing in it in London—I used one called Informal Travels ("interesting and leisurely sea tours to sunny climes").

Q. Do you advise it?

A. If you're confident of your physical health and mental stability (the lugubrious Indian steward informed me as soon as I boarded that my immediate predecessor died on the passage back and the one before that left at Marseilles on the way out because he was going crazy) then it's a good idea if you're absolutely sure that you want to write a lot. (I recommend a couple of years as a dean of social studies for building up the required level of frustration—"like being nibbled to death by ducks", as one academic administrator described it.)

Q. Any tips?

A. If you do go, my only tip is the Flying Angel Missions to Seamen. The one in Dar es Salaam is a splendid modern building with a swimming pool and a cinema as well as a comfortable bar, restaurant and reading room, but even the relatively grotty ones have a library from which you can borrow books without formality and return them to the next one along the route.

The basic stock seems to be Readers' Union spares plus contributions from well-wishers, and is particularly strong on second-rate novelists of the 1930s and 1940s.

Q. Do you have time to visit places?

A. Yes, the usual stop is two to four days. The ports provide a convenient punctuation in work, and visiting Cape Town, Durban, Lourenco Marques, Beira, Dar es Salaam and Mombasa in quick succession bears out the Belgian doctor's remark in *Heart of Darkness*, "the changes take place inside, you know".

I don't want to add a lot to the "Why I'm leaving Britain" literature, partly because this would prejudge a pending decision by the Canadian immigration authorities, but mainly because the question now should be not "Why are you going?" but "Why are you staying?"

What I mean by this is that until fairly recently one did not have to have extremely eccentric tastes in order to conclude that the advantages of England—in my case let's say draught bitter, the countryside, the NHS, the BBC, Penguins and the relatively non-abrasive nature of everyday social, commercial and official transactions—went at any rate far enough towards making up the shortfall in real income.

But now the gap to be plugged has gone from 40 to 60 per cent and the offsetting factors are doing less and less offsetting anyway. The line may have been almost held on bitter and (selected bits of) the countryside, but the others are all on the slide, especially the last.

Orwell's error

In *The Lion and the Unicorn*, George Orwell said that after the war the Stock Exchange would be pulled down and the Eton and Harrow match forgotten, but what he called the "Gentleness" of English civilization would continue unchanged. It would go on being "a land where the bus conductors are good-tempered and the policemen carry no revolvers". Just how wrong can you get?! The Stock Exchange has moved to bigger and better premises, the major public schools have longer waiting lists than ever and after six postwar Labour governments they are less under political threat than any time in the past 30 years; the bus conductors are surly and the police are joining Securicor.

The instinctive sense of fairness and the habitual low-key considerateness that served as a substitute for rational thought have almost gone, so has the feeling of national homogeneity that enabled the country to meet the crises induced by failures of leadership. But the deep reluctance to think straight and make hard choices remains and we still have the most inept politicians, officials and businessmen of almost any industrial country—*si monumentum requiris, circumspice!*

Warm bodies, 2/1s

What is the Government up to, anyway? It is clearly hazardous to impute any kind of rationality to its conduct (and I speak as one who worked for the Labour Party in the election—all I can say is that I overrated its duplicity and underrated its stupidity) but a possible line of argument for its treatment of universities would run on the following lines: say the demographic bulge of the next decade is met by a further deterioration in the student/staff ratio, and thereafter the ratio is stabilized as the university age cohorts decrease in size, then there is no need for more than a very low level of recruitment until the people recruited in the sixties start to retire next century.

If, in addition, the quality of the recruits is allowed to fall back to where it was in the mid-sixties, a pittance for salary and an absence of funds for books, travel and research will still produce the numbers required—if necessary from among those incapable of doing anything else. I can see nothing faulty in the logic of this if all you want are enough warm bodies with upper seconds going through the motions.

Who turns over?

Let us pretend, however, that the Government is well disposed towards universities, that it would sincerely like them to be centres of intellectual excellence and original research, and that the money is to be made available for it. Assuming that the first thing is to restore library and department budgets the question remains what form the pay settlement should take.

The easy way out is of course an across the board percentage increase or to let the AUT decide the distribution within an overall total. Since, like all trade unions, the AUT reflects the interest of those whose hopes of advancement depend on collective action to change the structure rather than on individual effort to advance within the structure, this would presumably mean a continuation of the recent pattern in the shape of a further improvement in the relative position of those at the top of the lecturer scale. Both of these types of settlement (but especially the second) would be completely counterproductive in relation to the objective I have laughingly imputed to the Government, the fostering of intellectual vitality.

It is just one example of the paralysis that grips all our institutions that there has still been no general public discussion of the implications of steady state universities. Expansion at the rate of the 1960s solves problems painlessly—like surgeons, the universities could bury their mistakes. But with only a small net increase—at the most optimistic—available in the rest of this century, there have to be positive attempts to get some turnover (but the trick is to turn over the right people!). Encouraging early retirement is obviously one possibility.

The pool of mediocrity that has to be tapped is the mass of people who were appointed in the sixties, given tenure as a formality, and still after perhaps 10 years have done virtually nothing. If the distinctive thing about universities is the creation of new knowledge and ideas, these people are in the wrong job and need to be given an incentive to move to other parts of the education system (or outside it) to free the places for others.

Assuming that tenure is not going to be revoked, this can only be done by pressing down the top of the lecturer scale. The present pay is even now more than the job is worth if you define it as a few hours of teaching a week during term and an occasional browse through the periodicals. Most of the week is then free and may be used to make more money, keep house while your wife works, or save money by doing all kinds of things for yourself that those who are working 70 or 80 hours a week have to pay others to do for them.

Modest proposals

Anyway, here's my proposal for a pay settlement to take effect on October 1, 1975. There would be a truncated lecturer scale starting at £3,600 and rising by six increments to £4,800, a senior lecturer/reader scale of £5,500 to £7,500 and an increase in the professorial average to £10,000. These are, of course, modest increases (except for lecturers on the bottom half of the scale, whose present pay is simply diabolical), but where the extra money ought to go is on increasing promotion opportunities immediately, and even more important on guaranteeing that the prospects will stay reasonable in future in spite of the lack of net expansion. This is essential if ambitious people are to be attracted in and if those who do well are to be kept in.

I would therefore have the universities told that the money will be available for an immediate increase of a quarter in the number of professors, to take care of those who are up to standard but have got stuck. These are, in my estimation, the people most likely (and most able) to get out, and whose loss to the system would be most serious. In addition I would have a further increase of 5 per cent per annum in the number of chairs guaranteed for the next 15 years, to provide some expectations for recent and future entrants to the profession.

A further advantage on increasing the professoriate steadily, while adding only modestly to the professorial average, is that while the rate of automatic increases to all existing professors would be held down the inflow at the bottom would leave much more flexibility for universities to pay a lot more to those they really wanted to keep.

I would similarly have the admissible proportion of senior posts pushed up immediately to 40 per cent, with an undertaking to let it rise by a further 2 per cent per annum for the next 15 years to 70 per cent.

Obviously everything turns on implementation: promotions on the "Buggins' turn" principle would nullify all the effects. "Yet grace, if thou repent, thou canst not lack: but who shall give thee that grace to begin?"

Brian Barry

The author is an official fellow in politics at Nuffield College, Oxford.

Partly here for the beer.

O universities! If ye have fat, prepare to shed it now



DAVID MARTIN

Reginald Prentice thinks it would be no bad idea if the universities sold their pictures. The universities have "fat" to shed and Mr Prentice has an infallible instinct where to slice the first pound of irrelevant flesh. "If you have fat to shed prepare to shed it now."

The Prentice Knife, like the Geddes Axe, knows where the edge should bite. If the state can control nothing else it can at least ensure that the life of the mind is cut down to size. The nation's pride and morale may be low but it is the Minister of Education who knows a sovereign remedy: sell the Courtauld to the Japanese, the Whitworth to the Americans and the Barber Institute to Abu Dhabi.

We must not imagine Mr Prentice is a lone voice crying for the wilderness. Everywhere the daughters of Philistia know they have cause to rejoice. The *Daily Express* used regularly to attack the Arts Council on the ground that it promoted harpsichord recitals in Cairo. The *Daily Express* will recognize a kindred spirit in Mr Prentice.

Quite a large section of the Conservative Party will applaud a socialist with the right sense of priorities. They and he share the idea that art should pay its way. Yet there is a difference, and unhappily it is not to the advantage of Mr Prentice. The Conservatives proposed that the public should pay to see the pictures, but it had not occurred to them how much simpler it would be to put them up for auction.

Art, after all has commodity value, and should be reduced to the cash nexus without delay. There is no such thing as a priceless inheritance. Every Rubens has its price.

Indeed, Mr Prentice might be invited to preside more actively in the process of denuding university walls of adornments. He might go up to King's College and personally supervise the auctioning of *The Adoration of the Magi*.

The Hammer of the Universities could hardly be better employed. For that matter he might well auction a dozen or so counter-tenors at the same time. The royalties on the Byrd five-part mass and the Chandos Anthems are as nothing compared with what Arab potentates might pay for a nice bevy of exquisite counter-tenors. The courts of Araby would know what to do with them. And there would be virtually no opposition: how many divisions has the Provost of King's?

Mr Prentice's version of *Socialism and the Arts* is only the beginning. His objectives, at least as expressed so far, only attack the taint of civilization in the universities, in fact the universities have rather few pictures, and places like the London School of Economics, for example, have little to offer beyond some thing of the school of Canaletto and a portrait of R. H. Tawney. (Indeed there are people at LSE who think Mr Prentice's proposals may work to our advantage.)

The real irrelevant pounds of artistic flesh can be observed to lie elsewhere. Windsor Castle, for example, is stuffed with canvasses which might well adorn the galleries of Boston and Washington. It is time the monarch was told to remove these objects from the admiring eyes of her subjects and ship them to America without delay.

Indeed, as befits a monarch, she might well be given complete exemption from the law which prohibits the dispersal of the nation's art treasures to foreign parts. Once Windsor Castle had been emptied the utilitarian imagination could turn towards the National Gallery, the Tate and the Wallace Collection. To adapt Mr Prentice only slightly, a comprehensive headmaster might well "think it appropriate" to sell up all those static productions of the past incarcerated in the lifeless halls of art. (I confess to better hopes of comprehensive headmasters.)

As the major collections disappear there are plenty of minor sources of educational revenue. The Royal Naval College, in spite of not being contaminated by university status, could be invited to supply an inventory of "treasures". Sir John Soane's Museum in Lincoln's Inn has a load of bric-à-brac which might easily bring in a tidy bit of cash. Then there is the little gallery out at Dulwich which could be persuaded to disgorge its Rembrandts for what must be a whole mint of money—supposing that is, the money in the mint continues to be worth anything at all.

Why has Mr Prentice picked on the universities? The answer could be a very unpleasant one. He may have done it for the same reason Mr Khrushchev picked on the decimated and impoverished churches of the Soviet Union as special targets for repression and administrative busyness. Mr Khrushchev was by Soviet standards liberal so he had to prove his attachment to illiberality by attacking the weak and by closing down many hundreds of churches.

Mr Prentice is, by current political standards, sensible so he has to prove his penchant for folly by kicking the universities. There are too many people in the Labour Party who think that at their back they oft-times hear. Benn's winged chariot drawing near. If these people don't join the shouting they may be ridden over by the chariot instead of riding in it. A man must think of his political future, and nowadays a "moderate" must think more than most. And yet there is another interpretation: Mr Prentice really means what he says.

Why, on the other hand, has the Labour Party picked on Mr Prentice? Presumably they felt it necessary to find someone of comparable intellectual stature to Edward Short. Mr Short, after all, is not the man to waste even a mere £250 of hard earned northern brass buying a decent picture. Mr Prentice was simply the natural successor.

There remain one or two necessary codas to this sorry tale. One is to recommend that a survey be undertaken of all "treasures" situated in Government offices. Even the Palace of Westminster may retain some tributes to humane achievement in the arts. That done, plans can be set in hand for shipping the whole Whitehall to America, stone by stone and brick by brick. And with Whitehall should go Mr Prentice. He is too fat. Such men are dangerous.

'Better mid-career training needed'

The need for a national pattern in training programmes geared to the needs of mid-career managers is the main conclusion of the Institute of Building's recent report: *Site management education and training: an experiment in mid-career training*.

Drawing on recent research in construction management, including the institute's education and training project at Croydon College of Design and Technology, it calls for courses which would involve the expertise of a variety of institutions —technical colleges, polytechnics, universities, building firms, management consultants and the Construction Training Board—and would meet the needs of site managers of differing backgrounds.

The programmes should aim to identify individual needs and construct courses accordingly, the report says. It recommends the development of a modular scheme involving two to three years study leading to exemption from the first part of the institute's final examination. This would particularly suit site management staff who had not studied for several years or had few qualifications, it says.

Copies from: The Institute of Building, Englemere, King's Ride, Ascot, Berkshire. Price £2.50.

For chastity castle, a vast public loo, or useful exits, consult . . .

'The Alternative Prospectus', as Frances Gibb has been doing. One section is given below

Whether you prefer the thought of Warwick University with "all the appearance of a vast public loo", or Portsmouth Polytechnic where buildings range from "purpose built blocks to Nissen huts", you should be able to make an informed choice from the wealth of material provided about each in *The Alternative Prospectus of Universities and Polytechnics* published last week.

Compiled by two ex-students, Vicky Payne and Vivien Lipschitz, *The Alternative Prospectus* aims to help sixth formers in choosing a higher education institution by providing students' views and impressions on every university and polytechnic in Great Britain.

"It was based on our own experiences of choosing a university", Vivien said. "It's really important to know what you're about to go to. Those three years are incredibly important, and there's nothing other than the official prospectuses to help you choose."

"The idea came when we were discussing how much university had meant to us and were talking about the difficulty of filling in Universities Central Council on Admissions forms, which is done in a state of nervous panic", Vicky added. "We decided an alternative prospectus would fill an obvious gap. Most schools are not very helpful and teachers don't have any idea of the physical environment of a college."

The prospectus is the first of its kind both in scale and in scope. Its detailed coverage includes descriptions of towns (their atmosphere and facilities) the institutions' academic reputation, teaching methods, staff/student relations, library, social, medical and legal facilities, accommodation and prices, the students' union (facilities and political stance) and a breakdown of the student intake.

Its authors spent a year gathering information. They first used questionnaires, which were sent to every student union in the country. Returns varied in number: as few as 10 from smaller colleges but as many as 150 from larger ones.

Then they visited every institution, supplementing the questionnaires with their own interviews and impressions. Time spent varied from place to place. "Generally we spent as long as felt necessary to get an idea of a place and how the students liked it," Vicky said. Travel and printing costs were high, but were covered by an advance payment from the publishers.

Impressions of the architecture and atmosphere of both towns and the colleges are, they admit, necessarily subjective. They emphasized the importance of prospective students visiting places themselves.

Bradford University, for instance, is seen as having "an international image". It is "outward looking and has strong ties with the Labour party". Glamorgan Polytechnic is "attractive but very cut off", and although "at the moment it is rather straight it has great potential".

Portsmouth Polytechnic has "a lively student body"; the dispersal of Heriot-Watt University is "not without charm"; Durham University has "a peaceful setting" and Exeter is "exclusive if not refined", but lacks vitality.

What some institutions lack in atmosphere or architecture they make up for by their neighbouring towns, and vice versa. Bristol and Newcastle are rated among the best student towns. Edinburgh makes student life "a unique experience".

But at Portsmouth, "townspeople and students—who make up only 5 per cent of the population—don't get on too well".

The pros and cons of different colleges within institutions such as at London, Oxbridge and Durham are also outlined. Among the teaching hospitals, the Royal Free "has a high proportion of women", which "makes a balanced social and academic atmosphere". Barts is "very aware of its historical origin and its students are very conservative".

At Oxford, St Anne's is "partly trendy, partly blue-stocking". Christ Church is a "traditional and fairly rich college, where rules are broken in a gentlemanly way". At Cambridge, there are "strong pressures to do well" at Girton; and Corpus Christi has a "small but strong, tight and hearty community".

Academic details include unusual options and courses, the amount of work where significant and staff/student relations, although these, they say, vary from course to course. All main degree courses and diploma courses are listed in an appendix.

While the academic reputations of Oxford and Cambridge are acknowledged: Oxford "stands with Cambridge as the best internationally known university in terms of academic repute and status for all its courses", a few myths about each are dispelled, and both are criticized for inflexibility and traditionalism. Cambridge academics "tend to support the brightest students who are 'creamed off' at the end of first year".

Bradford University is "one of the best places to do sandwich courses; at Kent, work is "too regimented", and although there is a "good range of topics in humanities and politics courses, students are always spoon fed".

The polytechnics are often boosted: Leeds is said to have a very good reputation for the arts courses, particularly fine arts and graphics; Hatfield's reputation is "unique: applied biology and ecology courses", and at Middlesex the industrial relations and trade union studies course is the "best in the country".

Comments on residences include tips on the rules about overnight guests, although these mostly apply to the older universities. At St Hilda's, Durham, prospective students are warned: "Men out by midnight. Enforced." At St Anne's, Oxford, however, there is an "accessible back wall for exits and entrances". But Highfield hall of residence at Southampton University is "reputed to have barbed wire; certainly rigid visiting hours", and Aberdare Hall at Cardiff University is "affectionately referred to as 'Chastity Castle'".

Details on legal aid, health, counselling facilities are all given.

A great attempt has been made to be fair to each place, and both good and bad points are always given. But might some prospective students be put off a place permanently? Vivien said: "If they were going to study geography, and we said the place was reputedly autocratic, they might think twice about it. But at least they would know what they were going to face.

"It's done with a sense of humour about the situation you're going to encounter, and I'd be very surprised if anyone decided not to go somewhere on the basis of the book, and it was their only option."

The book is well timed for sixth formers planning to go on to higher education in September 1976, who will shortly be filling in applications. It will be interesting to see how it affects their choices.

The Alternative Prospectus of Universities and Polytechnics by Vicky Payne and Vivien Lipschitz, from Wildwood House Ltd, 1 Wardour Street, London W1V 3HE. Price £4.25, hardback, or £2.50 paperback.



Leeds University: Gothic and space age combined

UCCA Code: LEEDS 33. *Location:* Leeds, on one vast precinct. Founded: 1831. Became part of Victoria University with Liverpool and Manchester. Separate charter 1904. *Number of students:* 9,200 fulltime, 20 per cent postgraduates. *Male/female ratio:* 2 : 1. *Handicapped facilities:* Limited. *Admissions:* Mature, 6 per cent; overseas, 11 per cent; home-based 6 per cent.

IMPRESSIONS: Leeds is the biggest university in the country and is still expanding. Your initial experience of the place could be pretty overwhelming. It'll take time to adjust to its size and to feel relaxed. The precinct is situated within walking distance of the city centre. With the exception of agriculture, which is out on a limb, all the departments are housed on the precinct, which spreads in all directions and at first sight is confusing.

Despite the fact it is so large the university isn't cut off physically from Leeds. The surrounding streets and precinct merge together at different points. It's also close to the poly where students often use the university union. The streets running through the precinct are pedestrian areas during the day.

The original Gothic buildings still stand in sharp contrast to the space-age university of the 1970s image which the gleaming architecture of the mathematics courtyard and tiered lecture block propagates. There are plenty of trees and green spaces which break up the buildings.

Although there's a complete mixture of architectural styles the overall effect is much more pleasing than a huge concrete campus. There are few high rise buildings and the newer additions are made of brick; many of the older ones are of attractive stone.

ACADEMIC LIFE: Leeds offers a wide range of courses. Has a strong academic feel about the place but the university doesn't seem to have made up its mind whether it's an establishment traditional institution or an innovator. *Reputation:* Good across the board. Particularly known for textiles, engineering, medicine, some social studies and arts courses. *Critical points:* Students feel that many of the lecturers cannot communicate or teach, that some of the courses are irrelevant and are included to satisfy the whim of individual lecturers.

Teaching structure: Lectures, seminars and tutorials. Lectures compulsory for science students. You sit on numbered seats on chemical engineering. Lectures not compulsory for arts and social science students. Size of tutorial and lecture group varies from course to course. High student numbers in sociology.

Work-load: Varies but is heavy overall including arts courses, particularly languages. *Exams:* Prelims for all subjects at end of first year. System beginning to change. Predominantly sit-downs but alternatives like extended essays, projects, dissertations being introduced. No course has complete continuous assesment as yet.

Will pull you up in borderline cases.

Staff/student relations: Each student assigned to a personal tutor in most departments. Contact more immediate in the smaller courses.

COURSES: Medicine offered: *Unique courses:* BSc fuel and combustion engineering (three years); fuel and combustion science. BSc textile engineering. Textile physics. Most courses three years, some four.

Unusual courses: B.A. hons in Chinese studies or Chinese linguistics/phonetics; BA hons Semitic languages and literature; B.A. hons textile design; BA hons textile management (three years); BSc hons biophysics; BSc hons earth sciences; BSc hons ceramics; BSc hons colour chemistry and dyeing; BSc hons food science. *Special features:* Unusual combinations of subjects may be taken. Diploma in Hebrew and certificate in Arabic also offered.

LIBRARY FACILITIES: Main library housed in the Brotherton building. Circular. Impressive interior. Built 1936. Can get very crowded. Stacks in basement very stuffy. Shortloan collection separate—room 14, off Parkinson Court. Separate libraries for agriculture, dentistry, education, law, medicine and textiles. Additional departmental libraries. Periodicals extensive. New science library opened October 1974. Quiet working areas in university. *Labs:* Some chemistry labs cramped. Physics labs good. *Lang. Lab:* Well equipped. Courses for beginners in various languages. *Other:* Farm on outskirts of Leeds. Several old book collections. University art gallery. Television centre.

UNION: Centrally situated on the precinct. It is a large rumbling building and has a reputation for being one of the best in the country. Has a new extension with additional facilities. The union is active generally with a Left perspective. *Representation:* Minimal. Only a few staff/student committees work. No representation on departmental or faculty boards. Seven students out of 140 members sit on senate. Voting and speaking rights with reserved areas.

GENERAL FACILITIES: Five bars (four in union, one in Lipman building), four refectories/eating places. Large coffee bar and several others dotted around the campus. *Other:* Crèche: approx £3.00 a week (babies and small kids, 52 places). Parking: none on main precinct. Very difficult elsewhere. Union car park diminishing. Leeds going over to more pedestrian precincts. There are a picture lending library and hairdressing facilities. Lipman building for medics and dentists: Bar, TV, coffee bar.

Comments: Very good facilities. Tend to get overcrowded. Union in continual use. Closed late at nights. Bars have a lively atmosphere and the range of different catering is good. Includes a salad bar and refectory. Food varies and costs around 35p a meal. Union does tend to get hot and smokey and seems dingy due to lack of space.

SOCIAL LIFE: Vast number of clubs, societies, meetings and events. Leeds also has reputation for its concerts. There's a hard core of students involved with politics and the union generally. Something going on throughout week. Not exceptionally cliquey but you do find large, identifiable groups. Due to its size union can seem impersonal.

Events: Leeds Arts Festival (plays, discussions, poetry). Debating society (active; political and topical subjects). Weekly dances and discos (popular and well-attended). Film society (good value). Societies also have various social functions.

Societies: Over a hundred, catering for every taste, need and quirk: blues society, science fiction society, theatre group, GLG, radical humanities, yoga, angling, amateur radio, Go (oriental board game; addictive), expedition, ornithological or parachute societies will give you some idea of the range. In addition there are departmental societies and many international clubs. Several political groups are active including a women's group and society for social responsibility in science.

Sport: Large, well equipped sports hall, gym, squash courts, etc. Extensive fields outside precinct (two and a half miles away: union pays for transport). Over 35 clubs to chose from, including basketball, cycling, cross-country, lacrosse, gymnastics and trampolining, sailing and swimming in addition to the more popular competitive games in which Leeds is very active. Enters all university competitions as well as organizing inter-departmental matches.

COMMUNICATIONS: *Leeds Student*—newspaper. Highest circulation of any student paper, run jointly by university and poly. Substantial editor, and varied news coverage of local and national events. Handbook—useful, well produced and informative, particularly on legal rights, social security and finances. Helpful guide to whole university and union set-up. Twenty additional periodicals produced by the various societies. Network 4—student media, includes a TV film, and radio units. But service efficient.

ACCOMMODATION: The university provides nine halls, all run on traditional lines, some with all meals provided, others with breakfast and evening meals. Flats also available. Self-catering basis. Halls are best bet for first-years who do get priority (not for flats). Some double rooms in halls which generally go to first-years. Rent: Halls vary from £219.50 to £263 depending on extent of catering supplied. Flats from £96 to £147 depending on kind of accommodation and whether heating is included.

Men's halls: Bodington: 640 places, three miles from university. Devonshire Hall: 202 places, walking distance from precinct. Lyddon and Sadler Halls, with 59 and 51 places respectively, have strong community atmosphere. Lyddon on precinct. Sadler three-and-a-half miles out.

Women's halls: Ellerdale Hall: 60 places, on precinct. More restrictive. Oxley Hall: 128 places, large house in lovely grounds, three miles out. Tetley: 181 places, modern block one-and-a-half miles out. Weetwood: 82 places, old manor house, acres of land, three miles out.

Mixed hall: Charles Morris Hall: 173 men, 115 women, new brick blocks on precinct. Most popular.

Flats: Places for 1,300 students. Various kinds of accommodation. Some in converted houses; some overlook the new courtyard. For the most part the flats are within walking distance of the precinct. Shared and single rooms.

Lodgings: On the decrease and you have to stay once you've agreed. Four hostels in Leeds also accominodate students.

Town accommodation: Becoming increasingly difficult to find. Strong competition from high student population. Best bets in outskirts and suburbs. Rents: average at £4.00 upwards, but vary a lot. Leeds has provided 57 flats for student accommodation. Rents: £141 to £147 (includes heating). Lodgings officer has a list of addresses. If you want your own flat or bed-sit get to Leeds in plenty of time to search. The university and poly unions run a joint accommodation bureau to assist particularly at the beginning of the year. Will also assist with legal problems.

HEALTH AND COUNSELLING: Student Health Centre (well organized). Psychiatrist attached to health centre. Union runs a counselling service. Chaplaincy. Helpful careers and appointments service.

Contraception: F.P.A. clinics: Kirkstall Road, tel. 59954 or 275 Dewsbury Road, tel. 77803. The B.P.A.S. also gives contraceptive advice (see under abortion for address). *Gay students:* Gay Lib at 153 Woodhouse Lane, tel. 39071 ext. 57. *Abortion:* B.P.A.S., second floor, 8 The Headrow, Leeds tel. 443861. *V.D. clinic:* Ward 12 of Leeds General Infirmary, tel. 32799, ext. 289. *Legal Advice:* See handbook for useful advice. Go to union with any problems—they have a solicitor on retainer.

Michael Salmon says it is time to rethink the role of the polytechnics

'Is it really true that society feels a basic need for higher education?'

Throughout the polytechnics the restrictions on growth rates and their consequences are becoming apparent and in some cases the threat of redundancy hangs over under-employed departments.

Leaving aside this latter problem, the general restrictions on the proliferation of staff, courses and, in some cases, even buildings could be argued to present the polytechnics with greater educational opportunities than at any time since their inception. Such a view may be unpopular, but I suspect it has at least the partial support of many students and staff.

The formation of the polytechnics gave a new opportunity to develop alternative forms of education, a much-needed refinement and redirection of research effort and a closer relationship between academia and the needs of the community without abandoning much that is so valuable in the traditions of higher education.

In practice, the past 10 years have proved, at best, only partly encouraging. Certainly the polytechnics have grown and at an alarming rate. Resources have been too easily gained and too readily squandered. New courses have been envisaged, approved and introduced with only desultory attempts at establishing need.

There has been little opportunity lost in developing a particular course: institutions have not had to choose on any educational or manpower grounds between proposals, the limits on growth have been the doubtful ones of staff time to devote to course planning and/or their competence to defend what they have designed.

All too often undergraduate full-time courses have been developed to satisfy the needs of staff, to justify promotion and to make departments legitimate within institutions.

So great have been the pressures on growth that existing courses, the education of existing students, much needed developments in teaching content and methods have been sacrificed to the cause.

Of course, in one sense, developing new courses through the Council for National Academic Awards machinery does a great deal for the development of a better education but, once a course has been approved, all too often the staff have not been able to devote as much time to the execution of intentions and promises as they did to the planning. One sometimes gets the uneasy feeling that the polytechnics have developed a professional approach to preparing CNAA submissions at the expense of a burning passion to actually teach students.

Part of the emphasis on growth, of course, arose from wild overestimates of the expansion of student demand and perhaps if it had not been in all our interests to accept the initial scant evidence, we should have devoted more time than we did to much more careful manpower forecasting and to more careful analysis of young people's attitudes. Whether this is merely rationalisation after the event or not, we now accept that the demand is not there and the growth in full-time students has, temporarily at least, slowed down.

The legacy of the growth years is going to be hard to overcome, however; the current economic climate given the polytechnics one resource which has been in desperately short supply in the last decade and that is time. The rate of new course development must slow down. Granted, the pressures of CNAA re-submission requirements cut heavily into this time but, perhaps with sensible planning and a greater willingness on the part of the council to place more trust in established institutions, this pressure could also be reduced.

The luxury of more time must not be squandered; the first need is surely to encourage an enthusiasm for teaching and research in the polytechnics. Far too much time and too many people have been drawn into managing rather than actually teaching. Too few heads of department can have any significant teaching programme and yet, if they were correctly promoted, these people should be best able to foster improved educational methods and give a stimulus, by example, to younger or less-experienced staff.

All too often the heads have been drawn so far from their academic work and have neglected research for so long that they cannot play any effective part in what, after all, are the real purposes of their departments. There is an increasing number of other staff being inexorably drawn into administration so that the staff-student ratios which operate at the teaching level bear little relation to the official ones. It is time available for teaching, preparation and research which matters and not staff-student ratios, and the polytechnics would benefit from taking a long hard look at that disparity.

Time is also needed to examine the role of higher education in society. Is it really true, as most of us have assumed, that society feels a basic need for higher education? We arrived at our growth estimates by projecting past trends and by assuming that, if we provided the places, society would choose to enter higher and further education.

Young people seem to be proving us wrong. It may well be that the desire for continuing education is there but growing more slowly than we had anticipated. More important, it may be that young people have not a diminished need for further education but that they regard the opportunities we currently offer in the universities and polytechnics as irrelevant to their requirements.

Perhaps we have to forget our conventionally taught full-time courses and perhaps the answer to student apathy is not the development of more and more flamboyantly labelled studies which nevertheless require attendance at stuffy colleges listening to boring staff who are preoccupied with their subject and inexperienced in the real world of business, the professions and survival in a complex industrial society.

Perhaps the need is for staff to go out to the students, to relate their activities more closely to the needs of the community and I know of a group of such people who are setting up a centre in a local town, assisting the local authority and other bodies in the planning and development of the town.



Leicester Polytechnic: Rethinking in polys needs to be done at all levels.

The work involves students in an active way and it is currently getting the participation of local schoolchildren. Perhaps such is the way ahead. Teaching methods will change on existing courses, their content must be affected but, above all, new educational needs will be discovered among a wide range of the population who would never attend conventional courses.

The higher education sector cannot assume that the world owes it a living nor indeed that its future is assured. In a crude sense, education is a commodity which needs to be sold in a world which is faced increasingly with having to make choices because resources are not unlimited. Unless it can meet the educational needs of society it will not, and should not, receive even its present share of resources.

The polytechnics have rightly emphasized vocational education in their plans, not because this is the only valid form of higher education but because it is the one which was most neglected in previous provisions. It is, therefore, all the more disturbing when one hears the charge levelled from industry and the professions that such courses are outdated, unrealistic and taught by people who have little professional experience or who withdrew from the professions in disillusionment.

Such a criticism can only be overcome by greater involvement of industry and the professions in the teaching programme and by a major two-way exchange of staff on a temporary basis.

In economics, for example, there is much debate about the downturn in demand for courses in recent years and the reason usually propounded is the unreality of economics as a discipline to students' perceptions of the real world. It seems unlikely that teenagers are really aware of the deficiencies of current neo-classical theory; more likely there is a limited number of students who wish to study economics and the provision of course places is increasing to the point where the demand by motivated students has been satisfied. There are probably students who are now undergoing traditional courses simply because there are no opportunities more relevant to their needs.

Another aspect of reappraisal needs attention. The polytechnics have often claimed the importance of links with the local community and yet few resources have actually been devoted to their development. Apart from persuading local firms to accept trainees and provide experience relevant to the needs of students' studies, itself possibly an unrealistic goal, there is little involvement with the community.

One would expect to find staff helping in citizens advice, community projects, legal advice centres, consumer advice and local consultancy. Much greater use could be made of students working in the community as a recognized part of their academic studies; there could be a rapid development of part-time courses, perhaps run in lunch-hours, offered in mobile classrooms or developed in conjunction with local broadcasting services.

Student and staff research could be geared much more closely to community needs. Why not use undergraduates running short courses for local small businesses instead of presenting sterile papers on taxation or the EEC to fellow students?

The opportunities now exist for a thorough rethink of the polytechnics' role not only within the binary system but in relation to the economic needs of the country. Such rethinking needs to be done at all levels, involves considerably more consultation than normally takes place at both national, community and institutional level, and be done in an atmosphere of educational and social concern not political expediency.

The author is head of the department of applied economics and head of the European Higher Education Unit, North East London Polytechnic.

Government's change of heart on retraining doubles interest in two years

University lecturers who are dissatisfied with their pay might perhaps consider giving up their jobs to retrain for a year under the government sponsored Training Opportunities Scheme (TOPS).

They would be eligible if they were over 19 (27, for the high level courses), had been out of full-time education for more than three years and could convince the scheme's organizers that the proposed course was likely to lead to another job.

They would get a weekly tax free living allowance and other benefits, probably including free credits of National Insurance contributions. They could choose from a vast range of courses from management training to bricklaying, plumbing, saddlery or thatching.

Most of the courses approved by TOPS have been to do with construction, engineering and clerical skills, but any course may be approved and trainees have been accepted for industrial medicine and applied modern languages.

The TOPS scheme is just one of the activities of the Training Services Agency, a recent offshoot from the Department of Employment, which is responsible both for providing government - sponsored training and for prodding employers into hatching schemes of their own.

In Mr Healey's recent budget, the agency was actually given an extra £20m for 1975-76 and an extra £30m for 1976-77, chiefly to counteract the effects of the slump on apprenticeships and for older redundant workers.

Unlike education, which is chiefly provided by the state, the official view on training is that it is primarily the responsibility of employers. State training has traditionally been concentrated in one or two areas, such as the disabled and retraining.

This attitude has, however, been changing and the state has gradually taken on a larger role. For instance, in 1972, the year before TOPS was set up, there were 29,000 trainees under the old Government Vocational Training Scheme. This year there were 60,000 trainees under the TOPS scheme and the aim is to reach 100,000 within a few years.

The TSA has also made small-scale forays into initial training and is hoping to do more in future, mainly for recent school leavers at the bottom end of the labour market.

The TOPS scheme is basically for the over-19s but the plan is to get at the most disadvantaged younger school leavers who would be particularly hard hit during a recession.

The scheme is likely to need a lot of marketing as many of these teenagers hated school and probably never want to see another classroom. The TSA already runs a 13-week assessment period where they can try out a variety of skills which tend to be expensive on staff time.

The chief economic rationale behind the government's involvement is a concern with shortages of skilled labour, particularly during boom periods. Apprenticeships and training schemes are one of the first things to be cut during a recession.

In 1973 the Employment and Training Act set up the Manpower Services Commission comprising representatives from the Confederation of British Industry, the TUC and local authorities and headed by Sir Denis Barnes, formerly of the Department of Employment.

The TSA, which had a £150m budget for this year, pays the industrial training board's administrative costs and can give them grants although they are mostly supposed to finance themselves through the levy system.

The TSA is also responsible for training in industries that do not have a training board and in 1971 ran an apprenticeship scheme to counteract the fall-off in schemes provided by employers that year.

The Government also runs about 50 skill centres which have courses in over 100 skills used both by industry, sponsored trainees and individuals who have applied through the TOPS scheme. Over half the TOPS trainees have been in further education colleges, and a few have studied at universities and polytechnics.

Universities and polytechnics only play a small part in relation to the total scheme. About 14,000 TOPS trainees in 1974 were on high level courses, but of these only 130 to 150 were on second or higher degree courses.

Most of the courses are in some way related to management training. Masters degrees studied through the scheme include business administration, marketing, and technology.

Qualifications for the courses are naturally set by the universities and polytechnics but TOPS may try to intercede in particular cases. At Sheffield Polytechnic, TSA money went into developing a course leading to a diploma in human resources management, but the course is not restricted to students on the TOPS scheme.

Women, particularly housewives wanting to return to jobs, are encouraged. They make up half the trainees on the high level courses but only 35 per cent of the rest. By contrast, they made up only three per cent of government trainees in 1970 perhaps because they used to get a smaller grant.

Universities are most likely to be involved through sponsored research. The MSC has agreed to share the cost of the Manpower Planning Unit at Warwick University and is sponsoring research into the operation of the labour market in central Scotland at Glasgow University's department of social and economic research.

The TSA itself is spending £120,000 per annum on research in universities and polys, £50,000 of which goes to the Industrial Training Research Unit attached to Professor Drew's psychology department at University College London.

In spite of all the expansion, problems remain. The amount of training is still low. Over 36 per cent of school leavers get less than eight weeks' training and opportunities are unevenly distributed.

It is also hard to assess how effective the training is and how much it has increased due to the TSA. Some of the skill centres also have a high drop-out rate.

One of the major problems is attracting the trainees. Often those who the TSA may feel need it most, such as redundant managers, are least willing to come forward. Ironically, in a slump fewer people seem to apply, mainly because they cannot see the prospect of a job at the end.

Joanna Holland

THE ASSOCIATION OF TEACHERS OF MANAGEMENT

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Further details and application form from:

Professor D. S. Pugh
Convenor, ATM Research Training Scheme 1975-76
London Business School, Sussex Place,
Regent's Park, London NW1 4SA. 01-723 9024.

David Walker concludes his two-part examination of the British Academy

An apolitical protector of scholarship

The British Academy's role and composition have been recently criticised. Fellows have said it has been too passive and worked in too restricted an area and outside there are doubts about its historical and classical bias. In the public mind it has been labelled an academic fossil, and is often confused with the Royal Academy.

Most fellows oppose any overtly political role for the academy. Mr Stuart Hampshire, warden of Wadham College, Oxford who, in various guises, has taken an active part in opposing repression of intellectuals abroad, said the academy was not suited to public pronouncements on current issues. It was neither a representative nor a governmental body, simply an apolitical association of scholars.

In recent months its role as an active defender of threatened scholarship has been emphasized. Learned societies have been hit by inflation and it has been felt that they need a public protector.

The official view is that a Royal Commission into the plight of the societies would be best. Failing that some kind of joint committee of the academy and the Royal Society would carry the necessary weight. Though government-financed, fellows see the academy as by no means subservient to its paymaster.

Professor Robin Matthews, chairman of the Social Science Research Council and an active fellow, said the academy could do what the SSRC as a quasi-governmental body could not do: stand up to government on, say, the cutting of grants to the social sciences.

Fellows see the academy as a protector. Sir Richard Southern, president of St John's College, Oxford, said it could act as a financial umbrella for the local historian and antiquarian societies. Because it was basically an independent scholarly body judging academic applications with efficiency and understanding.

Professor Geoffrey Elton, the Cambridge historian, agreed. As long as the academy did not inadvertently stifle local initiative, it was the best mechanism to collaborate with the local societies and act as a channel of funds to them, preferably for specific projects.

A recent report on the plight of learned societies in the social sciences prepared by Professor Peter Mathias, president of the Economic History Society, talked of the academy as a "possible bridge for joint action between societies". This considered the academy more as a source of organization leadership than money alone.

In a recent letter to *The Times*, the president of the academy, Sir Isaiah Berlin, revived an old idea in suggesting that a vacant site in central London be used as a permanent headquarters for the academy and the societies which would share common lecture rooms and secretarial help.

Fellows think that Sir Isaiah will be the man to carry this project off, if it is to work at all, for he has a unique blend of political *savoir faire* and practical experience of fund-raising for Wolfson College, Oxford.

Yet there is a strong feeling that the academy carries more weight abroad than at home. Its reputation as a national academy in international circles is very high.

An observer at various international scholarly gatherings reported that academy representatives got marked preferential treatment.

Its role as international academic envoy has expanded. During last year the academy joined with other European bodies to form the European Science Foundation under the auspices of which collaborative research projects are supposed to be mounted.

All the work of the academy at home and abroad is on behalf of scholarship. Sir George Clark, a former president, said in 1956 that the fellows had always stood for the highest standards of scholarship and upheld the considerations of good learning against the many influences which would undermine it if they could.

Some fellows see these malign influences in the social sciences, especially sociology. The academy has 14 sections, only one of which is devoted to social and political studies and one to economics with economic history. Historians, by contrast, are represented in at least six sections; classicists in three and medievalists in three. Oriental and African studies, philosophy and jurisprudence are among the other sections.

The "slackwindmen", as one fellow called them, have consistently shied away from any moves directly to promote the membership of sociologists, to name the practitioners of only one subject whose name rankles. This attitude has roused the critics to complain of bias in the academy.

But it is a recognized problem. In last year's presidential address Sir Denys Page said: "Our sectional structure is not well adapted to the inclusion of new subjects, subjects on the borderline between sections, and subjects on the borderline between the BA and the Royal Society."

There is an argument that some modern subjects, like sociology, do not breed scholars in the accepted sense. Yet the lists of the academy have included a series of eminent social scientists, some of whom are almost sociologists such as Morris Ginsberg, Alexander Carr-Saunders, Richard Titmuss, as well as several anthropologists, Firth, Evans-Pritchard, Fortes and Leach. However a fellow puzzled over why T. H. Marshall was not included.

Lord Robbins was angry with suggestions that social scientists are not represented. "The big names are there; there are no Cinderellas. Some first class people may be waiting in the wings, but that only goes to show how the academy has maintained its standards.

"Despite the criticism that since the number of universities has increased it takes longer for the promising man to become a fellow, the distinguished names get there in due course. The social sciences have no sense of being poor relations."

Yet a highly placed economist said that the BA was not very important for social scientists. Anyway it was commonly said within the BA that sociologists and people in subjects like management studies were "duds" and not good enough to get in, he reported.

Professor Edmund Leach of Cambridge said: "It has certainly been a tradition for the social sciences to be under-represented. Perhaps it is much more difficult to evaluate people like economists. Certainly some economists admitted in the past seemed mysteriously close to those already in; other as eminent remained outside."

The advent of Sir Isaiah Berlin as president is taken by many observers as a pointer to a reconsideration of admissions from a wider intellectual area. He arrived shortly after a set of proposals radically to change the internal structure of the BA in favour of the social sciences was being defeated.

Geography is another "Cinderella subject" which, like psychology, falls partly within the sphere of the Royal Society. Sir Kenneth Wheare, former president of the BA, made special reference in 1970 to the need to give geography a bigger billing.

But the weight of academic conservatism pulls against new subjects. A Cambridge archaeologist said grumpily that he could well remember when geography had no place in the university, it was a subject taught only in secondary education.

Who will have papers taken out on them under the compromise proposals to make space for the new subjects? This year's and next's elections are thought likely to see further candidates in linguistics, sociology, musicology and international affairs. Some fellows consider the academy has a special responsibility to recognize the outstanding men in fields like psychology and the history of science on which they consider the Royal Society to have turned its back.

A special committee has just been constituted to consider such cases. This was a compromise arrangement made after the rejection of more radical reorganization proposals associated with the name of Professor Robin Matthews.

Two years ago Professor Matthews and Mr C. H. Roberts were asked by council to produce a "green paper". Their proposals for a new grouping of the sections might perhaps have strengthened newer disciplines including social sciences and various other modern subjects considerably. However, as one fellow commented with some delight, these proposals were "squashed" by nearly all the sections.

To some academics the academy symbolizes elitism. It was Professor Clark of Cambridge who called it "unashamedly elitist, that is including professionals of the highest quality, and it is one of the few areas left where this can be said. Because it is elitist it has to be certain that its selection is based on merit and the professional assessment of academic peers alone."

Critics point to the concentration of fellows in Oxford and Cambridge with London bringing up the rear. Despite changes and "progressive" leadership from the council and officers it remains rooted in classics archaeology and history, and history of the sort applauded by members of the Cambridge History Faculty Board.

Where, they ask, are the representatives of the new universities or of the new countries of the map of knowledge which was supposedly redrawn with them. From the right falls partly within the sphere of the Royal Society. Sir Kenneth Wheare, former president of the BA, made special reference in 1970 to the need to give geography a bigger billing.

But the weight of academic conservatism pulls against new subjects. A Cambridge archaeologist said grumpily that he could well remember when geography had no place in the university, it was a subject taught only in secondary education.

Who will have papers taken out on them under the compromise proposals to make space for the new



Sir Isaiah Berlin

left out of the BA over the years. But that might seem from the outside deliberate exclusion could be the decision of an individual either not to be associated with the BA or more simply in the case of one of Britain's most distinguished philosophers now resident abroad a blank refusal to pay the subscription.

For all the emphasis put on change by the council and secretary in recent years, the academy remains a unashamed bastion of traditional academic virtues.

It would be difficult to deny Lord Robbins's contention that there are definable "academy subjects" or a classicist's admission that in his subject the chance of election were higher than in many others.

New men in new subjects who will almost certainly arrive this year and next will not of themselves change the structure of the body with its heavily classical and historical slant, nor pull the academy into the mainstream of British academic life.

The academy still relies on stringent criteria of merit as decided by a man's academic colleagues and the traditional emphasis on certain humanities subjects. Yet in recent years it has seemed to take on a new lease of life in its sheltered fields at home and in its international dealings. The bustle in the academy's affairs belies the genteel poverty-stricken atmosphere of its offices in Burlington House.

The academy has certainly moved towards "modernity" and taken on some of the attributes of the modern higher education world. At the same time society and the universities have shown their continuing need for such a body as the academy with its select band of fellows and its embodiment of virtues to which the universities still, largely, pay lip-service.

Some neutral observers feel that meritorious individuals have been

Again the Valleys look south for their future

Glamorgan Polytechnic may be Britain's smallest polytechnic, but it is certainly not its poorest. Its £10m building programme is well under way; it has just completed a merger with a college of education; it has the advantage of a development programme on one site and has the enthusiastic backing of its local authority.

It is not, however, the most academically advanced of the 30 polytechnics, offering a narrow range of subjects, at least until its merger last month with Glamorgan College of Education.

It now concentrates on degree, higher national diploma, part-time and polytechnic certificate courses, having transferred all its low level work to Pontypridd College of Further Education.

Originally developed from the South Wales and Monmouthshire School of Mines, founded in 1913, the polytechnic has concentrated heavily on science and technology.

This concentration shows, like at Teesside, in obvious difficulties in recruiting students for a number of subjects and virtual stagnation of student numbers in some departments.

The polytechnic has, however, benefited from a massive injection of building resources and new buildings are already clawing their way up the Welsh hillside.

At 1972 prices £10m was allocated to build Wales's only polytechnic and already £4.5m has been spent on new buildings which have been completed or are under construction or on the design list. These include new halls of residence, well-equipped library, refectory, small students' union and buildings for business studies, and civil engineering.

Buildings for electrical engineering, a computer centre and a mathematics building are under construction and plans for the future include new buildings for production and mechanical engineering, social studies and the arts and a large expansion in student hostel places. There is no doubt that Glamorgan has received more financial aid than most other polytechnics.

Students, however, complain about lack of facilities and the relative isolation of life in Treforest, where on a grey day the view can be very depressing. The huge imbalance among the sexes, where men outnumber women by nine to one does not help the atmosphere.

The polytechnic is hoping that the merger with the college of education where women outnumber men by three to one, and the provision of sports facilities will make life more pleasant.

Just as the male predominance of the campus disturbs the social life, the academic imbalance of science and technology is already causing problems in planning the future. It is no secret that three of the four largest departments are some of the newest, while the older departments are virtually stagnant or even in relative decline.

An analysis of the 13 departments shows that out of 1,600 full-time equivalent students, four departments have 1,040 between them leaving seven departments to share the remaining 560 students. The four departments are civil engineering with 400 students, business studies (300), mathematics (180) and management studies (160).



A new prospect on the Taff Valley—the view from between the polytechnic's management and civil engineering buildings.

The computer science degree, on the other hand, attracts only 12 students a year, and students taking chemical engineering are also low. This is not reflected in the overall staff-student ratios which at 1: 6.1 covers up figures like 1: 2.7 in the former physics department and management with more than 1: 9.

Dr D. W. F. James, the principal, maintains that these figures are an unfair comparison since they take no account of research development, which favour departments like chemical engineering.

Dr G. T. Roberts, of the physics department, estimates that 39 per cent of polytechnic staff are involved in research work with nearly 130 projects under way.

Unlike Teesside, Glamorgan has not yet faced the threat of arts and social science overtaking science and technology, but it looks as though this may soon happen.

Its academic structure, heavily biased towards departmental autonomy, will face considerable strains when this does happen and could lead to demands for a new managerial style of government.

The catalyst could be the merger with Glamorgan College of Education, Barry. At the moment the college is still self-contained and situated 17 miles from the polytechnic near the Barry Island seaside resort.

The initial case for a merger is self-evident. Where the polytechnic is weak in humanities, the college is strong and where the college would have difficulty in expanding its science side it has the strength of the polytechnic to assist it.

Mr Clem Roberts, principal of the college and now a deputy director of the polytechnic, said that given the present reductions in teacher training, his staff 'voted' overwhelmingly for a polytechnic merger.

"Given the opportunities between a small diversified college and a large polytechnic there is just no comparison", he said.

The college is already capitalizing on the first fruits of amalgamation with a new BA humanities degree to be run jointly at both sites.

Future developments, however, point to a growing dominance by the humanities, business studies and management studies in the polytechnic. The management studies department is already aware of this and is sceptical of the existing academic structure, which seems to have developed little from its technical college days.

The big question mark over Glamorgan is whether its new found growth in business and management studies and humanities will galvanize the institution to join the top league institutions like Portsmouth and the City of London.

David Hencke

This is the penultimate article in the series 'The polytechnics 10 years on.'

The OECD report on DES planning published last week was incomplete, suggests Sir Toby Weaver, tongue in cheek.

The answer lies in a messianic educational synoptic system

There is some reason to believe that in the course of transmission of the OECD report (*THES*, May 9) through the leaky channels that connect Paris with London it became separated from a most valuable appendix without which readers are deprived of its full usefulness as a guide to planners in future.

In the missing appendix the examiners, by way of offering a practical model of the universalistic planning they commend, rewrote the White Paper *Education: A Framework for Expansion* in inimitably pellucid prose to give effect to the principles set out so pithily in their report.

This document came into my hands by a separate route but, unhappily, for only a few minutes, because owing to its airborne qualities and despite its great bulk it was snatched away into the stratosphere by a sudden gust of incontinent wind. However, before it was gone with the wind I managed to read the first 100 pages which comprised the first of its 19 sections.

In common with well-trained civil servants past and present I have been endowed with the gift of total recall when confronted, on however quick a reading, with any document of phantasmagoric, not to say millennial, import, such as this was. Readers, then, may safely assume that when gravity reasserts itself and the document finally falls to earth it will confirm the broad accuracy of the following quotations from the first section of the examiners' model White Paper.

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The last ten years have seen a major expansion of the education service. This expansion will continue—but in markedly new directions. Unlike their predecessors the Government are not concerned with the lessons of the past or with the problems of the present or the immediate future. Their sights are concentrated more realistically on the distant future. It is this that determines their objectives and priorities.

It is, therefore, not on matters of scale, organization or cost, but on the transformation of human nature by new methods of pedagogy that attention is focused in this White Paper. This first section lays down the planning objectives at which the Government are aiming.

While the Government recognize that abstract schemata cannot be imposed upon an organic society without running great risks they know what these objectives should be. They have discovered a uniquely realistic method of analysing and weighing the relative values of different policies whether, for example, these concern under-fives, the disadvantaged, the 16-19 age group, the universities, industrial training or adult education. They have faced and resolved the problematic nature of shortcuts.

They have not been deflected by any consideration of the muddled views of the community, whether these are expressed by teachers, parents, employers, local education authorities or other interest groups. Above all, the sensitivity of the Government's futurological antennae, assisted by a process of back projection, has enabled them entirely to ignore the stuffy and myopic views of civil servants with their old-fashioned departmental prejudices, constraints and inhibitions.

The Government do not share the civil servants' concern for what Parliament has decreed, for what people want or what is generally regarded as good educational practice, or for what is organizationally possible or economically viable. Unlike the civil servants, they see no need to minimize the degree of controversiality in the planning process by trying to achieve a social consensus in the light of competing educational philosophies and ideologies and of political divisions in society at large.

Indeed, they see no reason why civil servants should not recommend policies to Ministers even if it is clear that the latter are neither able nor willing to implement them. Such bureaucratic ideas represent irrelevant echoes of the past.

The Government have replaced all such notions by a swift and simple form of planning devised to create a messianic educational synoptic system (MESS). With the help of a global interchange of research, development and technical and managerial enterprise and by the use of a cross-impact matrix of exogenous variables reinforced by coherent scenarios, they have completed a multi-dimensional backward running goal assessment following upon their identification of a cybernated centroid of likely alternatives.

This swift and simple form of planning will enable the inter-relationship between educational and other social and economic objectives to be instrumentalized and operationalized. It will resolve at a stroke the age-long discussions about the claims of liberal and vocational education. It will determine long-term policies without any need to calculate whether they can be paid for.

While rigid enough to form a secure foundation for decisions that are long-term in their effect, it will at the same time be flexible enough to allow for instant, frequent, and radical change. It will encourage maximum participation by the general public in policy-making so as to leave the people in no doubt that the Government intend through the instrumentality of the DES to impose their own solutions on all these and related problems.



Sir Toby Weaver.

This method of policy-planning has many additional advantages. It will make it impossible ever again to reach a decision on any policy within the holistic parameters of the MESS until a decision has simultaneously been reached on every other policy that can possibly be related to it. It will give a new stimulus to research through the development in our universities of the embryonic faculties of futurological apocalyptics. It will make it possible to develop recurrent education by dismantling the anachronistic school foundation on which its development has hitherto supposed to rest.

It will enable the DES, untrammelled by the esoteric and old-world professional views which teachers hold on educational processes, to diagnose, plan, aggregate and determine centrally and cogently the experiences that the Government have decided that teachers should provide for children. This is what the Government mean by the delineation of new paths of learning.

This central direction will serve as a rallying-point for teachers around which a consensus can develop, but at the same time reduce their authority in school government and pedagogical policy.

This plan, too, will automatically dispose of the difficulty that arises from the fact that different departments in Whitehall mistakenly believe that the different groups of clients they serve require different kinds of treatment. It will pose a direct challenge to the controlling structures of the educational and by the use of a cross-impact matrix of the actual and possible polyvalent centricity of education and training in terms of skills and knowledge, as well as the attitudes to be transmitted in organized pedagogical procedures.

It will involve an integrated approach to the vital challenge of post-industrial society. It will plot the position of education and science in the process of evolution. It will make it possible to meet demands that are latent and needs that have not been expressed. It will, once and for all, . . .

It was at this point that the winds of reality launched the document, uplifted on the wings of rhetoric, on its ethereal flight into the heady realms of eschatological wishfulfilment where the apostles of Utopian social engineering, untethered by any responsibility for the policies they advocate, seek shelter from the facts of life.

Sir Toby Weaver, formerly deputy secretary overseeing higher education at the DES, holds for the current academic year a Visiting Professorship at the University of London Institute of Education.

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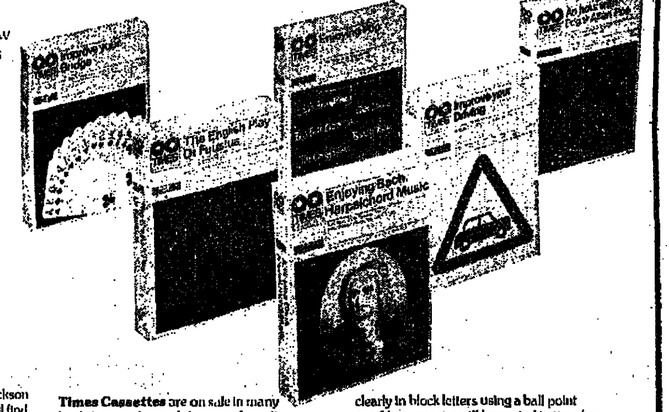
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LETTERS TO THE EDITOR

Salaries

from Dr R. Taylor

Sir,—As a polytechnic lecturer, I feel I must write and correct one false impression created recently by public comment on the Houghton awards. Indeed you asked for articles "setting out a case for restoring parity between universities and polytechnics" (*THES*, April 4). In all these statements it is implied that polytechnic lecturers are now better paid than their university counterparts.

I think that the only rational method of comparison is to derive a mean salary per academic member of staff. This should be based on the total employed and the total gross salary assuming all academic staff are at the top of their respective scales.

On this basis, the overall mean for Leeds Polytechnic comes to £5,015 per annum assuming nobody passes through the principal and senior lecturer salary bars, or £5,126 per annum assuming everybody passes through the bars.

For existing university scales, the average is about £5,688 p.a. Thus the universities still have an advantage of between £562 and £643 per annum depending on how the salary bars are opened up in the new Houghton scales. Before the Houghton Report the university sector had an advantage of between £1,562 and £1,769 per annum.

The superior position of the university is due largely to the fact that they have a much higher proportion of senior posts. I think the above facts should go some way to dispelling the myth that a lecturer entering a polytechnic will inevitably earn more than if he had entered a university.

Yours faithfully,
R. TAYLOR,
15 Montfort Close,
Leeds.

from Mr C. R. Clark

Sir,—On the day of action in universities it was rumoured that the Government was prepared to offer to the university teachers a salary increase at the top of the lecturer scale that would equal the top salary of a polytechnic senior lecturer plus 5 per cent. This would be an increase of approximately 16 per cent making the top of the lecturer scale £5,682.50 as opposed to £4,896 at present.

To this one would expect some cost of living settlement in the order of 21 per cent which would bring the top of the lecturer scale to about £6,870. This increase of almost £2,000 at the top of the scale applied pro rata across all categories of staff would satisfy most of my colleagues. I consequently ask—why does not the AUT come to a settlement?

Yours sincerely,
C. R. CLARK,
Lecturer in the Department of Management Studies.
Leeds University.

from Mr R. J. Marshall

Sir,—Dr Ronald Tress's proposition (*THES*, May 2), that if polytechnic lecturers do the same job as university lecturers then they should have the same rewards, is fair enough. The point is that they do not do the same job.

The polytechnics were set up in panic reaction to the Robbins report, and we now know that the projections of that report were wild overestimations. From 1960 to 1970 the situation was that half a dozen polytechnics, mostly in and around London, fulfilled a necessary and worthwhile role in supplementing the university sector; but there was never a need for 30 such institutions then, and there is no more need for them now.

We are left with a situation in which, in order to fulfil an imagined need, polytechnics are forced to fabricate the most bizarre courses, with a choice of options *ad infinitum*—and very few students to justify an enormous waste of resources.

Yours sincerely,
R. J. MARSHALL,
35 Ember Court
White Acre,

A curriculum development agency

from Mr John Randall

Sir,—Over the next few months many colleges of education are going to be put to a test of the utmost academic severity.

As a result of a policy of reducing the supply of teachers, with which many disagree, a number of them will face closure and virtually all will undergo radical alterations in function.

Those that will no longer take students for the initial teacher training courses are being asked to come forward with plans for alternative educational purposes to which their resources might be put, to enable them to play a role in the continuing expansion of further, higher and adult education.

Those that will retain a teacher training function will often be required to develop new courses, either by themselves or in conjunction with other institutions, to ensure that they broaden their interests from their present monotechnic base.

How will the colleges respond? Many have already risen magnificently to the challenge, and new courses have been designed and presented to validating bodies for approval. However, the greatest challenge is that confronting colleges that will cease teacher training altogether. In many cases the decision that they, rather than their neighbours, should close has called into question their academic standards as measured by A level input and BEd output. Will these colleges be able to respond successfully?

I fear that in many cases such colleges will find themselves in a vacuum. The shock of closure may result in academics thinking in terms of salvage, rather than innovation. Ill thought out proposals for liberal arts courses that are precious little more than components of existing courses without the unifying influence of the vocational commitment are not a sound basis for future development. At the same time, proposals for innovation are unlikely to come in a detailed form from local education authorities. In terms of general policy their involvement is necessary, but they are not equipped to give detailed curricular guidance.

What is needed is an initiative from ministers at the Department of Education and Science. This must be twofold. First, the Government must make clear its priorities for the alternative uses to which college resources might be put. Second, support must be provided to assist colleges to make the change in function successfully.

The statement of priorities is a relatively simple matter, but nevertheless an important one. The Government are positive enough about what they do not want the colleges to do. It is only fair that they should be equally positive about what they do want them to do.

To assist the colleges in making a successful change of function I believe that a national curriculum development agency should be established. Its function should be advisory, as it should not become an instrument of DES control. Its funding should be by central government grant. It should be staffed primarily by people seconded from the colleges, from higher and adult education generally, and from the validating bodies.

It should thus be possible to develop a team of people who are qualified by first hand experience in developing new courses and steering them through to successful validation. Its best should be practical, rather than over-theoretical, although its potential to assist colleges in applying the results of current research in curriculum development should not be overlooked.

Colleges and local authorities who are now toying with various ideas about differing forms of adult, liberal or higher education would be able to seek counselling and practical assistance from the agency.

The secondment of staff from the agency to colleges should not be discounted as a possibility. No discredit should attach to a college that sought such assistance. In making changes of the order of magnitude now envisaged for the colleges the provision of such assistance is only reasonable, and would be welcomed by many. It should be remembered that no one thought any the worse of the new universities for having interim advisory academic boards during their formative years.

I believe that the creation of a national curriculum development agency would be a major and positive development. If coupled with a clear statement of Government priorities for the colleges it would remove much of the uncertainty that now bedevils those colleges whose fate is still undecided. It is to be hoped that such an initiative will commend itself to the Government.

Yours faithfully,
JOHN RANDALL,
President of the National Union of Students,
Endsleigh Street,
London.



Mr Aubrey Jones, former chairman of the Prices and Income Board.

Intellectual aging

from Dr R. D. Savage

Sir,—In my 18 years as a research psychologist in the area of intelligence, I have resisted the temptation to write to the national press. I still hesitate as my comments are technical and probably more suited to an academic or professional journal. However, I would like to correct two points made in Dr Sheila Chown's review of *Intellectual Functioning in the Aged*, on behalf of my colleagues and myself.

Firstly, I presume she means "multiple regression equation", not "multiple correlation equation" in the penultimate paragraph. As pointed out on page 119, the multiple regression equation only accounted for 16 per cent of the variance in the WAIS scores, which would have little or no significant use in the individual case.

More important, however, the statements in the final paragraph are difficult either to understand or accept. I presume her comments refer to tables 49, 52, 53 and 54. The variables included in the last three tables, as she says, all contain derived scores.

The effect of this is not to produce invalid analyses. This is a perfectly legitimate way of looking at the structure factor, the only major effect being to increase the potential general factor. It does not invalidate the structure of intellect in the aged illustrated and discussed in the book.

It might also help to add that analyses of the initial variables of the WAIS plus the MWLT and BDLT scores were carried out and include the derived indices to show their relationships within the factor structure of intellect, and also, particularly to illustrate the WAIS deterioration concept and its difference from other forms of intellectual impairment.

On balance, therefore, we chose to present tables 52, 53 and 54 as shown. We cannot accept Dr Chown's view that these invalidate the concepts of intellectual structure in the aged presented, or their importance. Perhaps, however, she would like to discuss these statistical and research methodology matters via the more appropriate method of private correspondence. My colleagues, nevertheless, felt that we must make some response to such a strong statement as "The arguments about the structure of intellect. . . must be disregarded".

Yours sincerely,
R. D. SAVAGE
Senior Lecturer in Applied Psychology,

Status of women

from Margaret Stacey

Sir,—David Walker, in his colourful, if biased, report (*THES*, April 11) of the BSA conference recently held at Canterbury, reported inaccurately that the result of the British Sociological Association working party on the status of women in the profession showed women generally to be favoured. It did no such thing.

It showed, for example, that, of those who responded to the membership poll, 14 per cent of the women, but 33 per cent of the men, earned over £5,000. Of respondents over 50 years old, 80 per cent of the men and 44 per cent of the women earned over £5,000 per annum. When respondents were put into four categories according to their publications, of the highest publishers 38 per cent of the women compared with 74 per cent of the men earn over £5,000, and 25 per cent of the women compared with 52 per cent of the men are deans, directors or professors.

From data kindly supplied by the Social Science Research Council as to studentships (both pool and quota) and grant applications and successes which went to committees, it became clear that, as far as sociology is concerned (but, not the social sciences taken overall), women are not discriminated against once they have applied (neither are they favoured significantly).

It is quite clear, however, that women do not put themselves forward for studentships or research grants in anything like the proportions which one would expect, given the proportions of women sociology graduates.

The reasons for this must be found: is it, for example, early socialization to a traditional woman's role; failure of heads of departments or course tutors (both predominantly male) to encourage female students or staff; failure of these people to realize that women compared with men need more encouragement to go on to postgraduate work or to undertake research because of the diffidence which their upbringing and schooling will have instilled into them? It is still a man's world in which women are in no way favoured outside the traditional housebound or helpmate-to-men roles.

Yours faithfully,
MARGARET STACEY,
Convener, British Sociological Association working party on the status of women in the profession.

Teacher assessment

from Paul Ramsden and Philip S. Bradbury

Sir,—Your report of The Assessment of Teaching conference at London University (*THES*, April 25) giving details of one of the questionnaires we are using at North East London Polytechnic may have misled some of your readers.

There is no question, as you imply, of NELP students "doing what Mr Aubrey Jones suggested" in the 1968 Prices and Incomes Board Report and assessing their teachers for the purposes of promotion. The questionnaires are available to any lecturer who wants to use them and the results are completely confidential. The results cannot be used for comparing "good" teachers with "bad" ones.

The figures you gave for the usage of the questionnaire are, incidentally, 12 months out of date. As we pointed out in our paper at the conference, since last November almost one-hundred staff have asked for copies of the questionnaire and over three thousand forms have been sent out.

Yours faithfully,
PAUL RAMSDEN,
PHILIP S. BRADBURY,
Student Feedback Project,
North East London Polytechnic.

Language courses

from Mr E. S. Cahm

Sir,—May I request that your correspondents check their facts with those qualified to supply them? I refer to the comments about Portsmouth Polytechnic language courses (*THES*, April 18) which contain inaccuracies.

Students have always been accepted for the Russian and Soviet Studies course with no prior qualification in the language, and this has been a feature of the course since its inception; we are not quite sure, therefore, what "trick" is referred to.

We have no evidence to support the contention that application rates are affected by events within the country studied.

As regards Spanish, while we are prepared to offer places to applicants with O level Spanish (in common with other institutions), we have not begun to take such students because we receive sufficient applications from school leavers with A level Spanish to provide a viable course in Spanish Studies, in addition to which we also have a viable course in Latin American Studies.

It seems to me unfortunate that misleading statements should appear in an otherwise informative and well balanced article: they could have been avoided quite easily.

Yours faithfully,
E. S. H. CAHM,
Head of the School of Modern Lan-

NOTICE BOARD

Chairs

Dr George W. Fenton, part-time senior lecturer in the Institute of Psychiatry, London University, and consultant psychiatrist, professorial unit, Bethlem Royal and Maudsley Hospitals, has been appointed to the chair of mental health, Queen's University of Belfast.

Professor Edward Stamp, director of the International Centre for Research in Accounting, is to be the first J. Arthur Rank professor in accountancy at the University of Lancaster at the request of the J. Arthur Rank group charity.

Course news

A series of refresher courses in social and behavioural sciences for women graduates has been organized at Brunel University, to begin on June 16.

The courses have been specially designed for women who have lost positive contact with their professional field and who want to bring their knowledge up to date in order to be able to return to their profession. Further details from Mrs D. McIlreavy, department of sociology, Brunel University, Uxbridge, Middx.

* * *

"Science and Society", a one-week course is being held at The Centre for Extension Studies at Loughborough University from July 27-August 2 as part of its summer programmes of short courses. The courses are intended primarily for lecturers with little formal background in the subject. Fee: £43 incl. of residence. Full details from the Centre of Extension Studies, University of Technology, Loughborough, Leics.

Recent publications

The Seventh Enemy by Ronald Higgins, published by the Observer Ltd, 160 Queen Victoria Street, London, EC4, 10p, describes seven of the principal threats to the future. To the six impersonal threats of population explosion, food shortage, scarcity of resources, deterioration of the environment, misuse of nuclear capacities and technology racing beyond control, the author adds the "seventh enemy"—"our own blindness and the frightening inertia of our political institutions".

Appointments

Universities

Birmingham

Senior lecturers: C. Price (oral surgery and oral medicine). Lecturers: C. Gudmunsen (Indian religions, department of theology); M. D. Goldman (anatomy); P. G. Harvey (psychiatry); A. Howell (medicine); C. Nelson and P. E. T. Lewis (School of Econometrics and Social Statistics); C. F. Palmer (Institute of Local Government Studies). Senior research fellow: D. Brazil (English). Research fellows: B. W. Murray (industrial metallurgy); H. C. Peel (botany); A. R. Bailey (conservative dentistry); Jennifer Bywaters (social medicine); R. N. Clayton and Eva Wishart (medicine); Tessa Gordon (physiology); D. A. Hudson (Institute of Child Health); Rosemary J. S. Jones and T. Sridhari (physiology); Jennifer M. Philips (experimental pathology); J. Dunkerton (biochemistry). Visiting research fellow: Aspasia Kastantoni (social medicine); Lawrence visiting fellow: M. Karasek (electronic and electrical engineering). Senior research associate: J. M. Palmore (electronic and electrical engineering); D. M. R. Nelson (social medicine); M. Carey (industrial economics and business studies. Research associates: K. Al-Timini, S. K. S. Chowdhury and J. S. Khara (mechanical engineering); S. Ambati (electronic and electrical engineering); B. M. Bolnton, (chemical engineering); S. Burchill and J. D. Humphreys (chemistry); J. B. Bergan, J. Richardson and R. Roy (engineering production); Sheila M. Cook (social medicine); Rosalind S. Tobias (oral pathology); Sandra L. Wheatcroft (pathology); C. A. Collins, B. Rowley and K. Walsh (Institute of Local Government Studies); R. S. Forrest (Centre for Urban and Regional Studies); J. L. Ellis (School of Education); R. D. Saunders (Neurocommunications Research Unit). Clinical tutor: F. M. Hull (general practice, department of medicine).

Glasgow

Promotions to reader: Dr F. I. Caird (geriatric medicine); Dr H. R. Dowson (mathematics); Dr R. M. N. MacSween (pathology, Western Infirmary); Andrew S. Skinner (political economy).

London

Imperial College

Fellows: Emeritus Professor Harry Jones: Lord Rothschild; Sir Leslie Scarman; Dr Alfred Spinks; Margaret Weston.

York

Research fellows: D. J. Cox (biology); D. E. Sykes (physics); P. McIlveen (social administration and social work); Heather Hunter (Institute of Social and Economic Research). Temporary research fellows: S. M. Heywood and D. J. Jenkins (social administration and social work). Research associate: P. E. Beechey (social administration and social work). Temporary research assistants: P. McMullen and N. Massey (social administration).

Grants

Warwick

Biological Sciences—Professor D. C. Burke—£78,260 from the MRC for research on control of interferon formation.

Economics—Mr A. R. Roe—£8,467 from the SSRC for research on application of a data framework for planning income distribution and employment.

Engineering—Professor R. P. Johnson —supplementary £9,771 for research on negative moment regions of composite bridge decks—£9,488 from the Department of the Environment for work on design procedures for composite structures.

Computer Unit—additional grant of £22,038 from the Computer Board for universities and research councils for ancillary equipment for the new Burroughs B-6700 computer.

Physics—Dr M. J. Cooper—an additional £12,620 from the SRC for research on the management of waste disposable resources. An additional £12,620 from the SRC for research on study of electron momentum density by gamma-ray compton scattering.

Industrial and Business Studies—Professor R. A. Fawthrop—£9,911 from the SSRC for research on the management of waste disposal resources.

York

Biology—£10,512 from the MRC for a study of the dynamics of the schistosome tegument; a correlation of ultrastructural and biochemical investigations.

Physics—£16,567 from the SRC for an IMS geomagnetic pulsation project.—£14,000 from the Department of the Environment and £17,205 from the Royal Commission on Historical Monuments to enable the York Minster archaeological office to complete its written work on the excavations in York Minster.

Forthcoming events

"Black, white and spotted skin" the Jacobson lecture, will be delivered by Professor Klaus Wolff, head of the department of applied dermatology, University of Vienna, on May 21, in the Curtis Auditorium, School of Physics, University of Newcastle upon Tyne.

* * *

"Character and Self-knowledge", the eleventh Auguste-Comte memorial lecture, will be delivered by Mr Patrick Gardiner, lecturer in philosophy, Oxford University on May 22, at the London School of Economics, Houghton Street, London WC2A 2AE.

* * *

"Recent Developments in Economics and Economics Teaching", a one-day conference for teachers of economics, will be held on July 4 at Manchester Polytechnic. The conference offers an opportunity to update knowledge of inflation and national budgeting; teachers in schools, colleges and polytechnics will also be able to discuss their work. Speakers include Professor Michael Parkin, Manchester University. Further details from the Short Courses Unit, Polytechnic of Central London Business Research Unit, Polytechnic, Priory Street, Coventry CV1 5FB.

* * *

"Independent Learning", a conference organized by Thames Polytechnic, will be held there from July 4-5. Organized in association with the educational techniques group of the Chemical Society, it will examine the current trend in science, engineering and medical education. Papers will cover the psychology of learning and will report results of innovations in a variety of disciplines. Further details from Dr B. S. Furness/Dr J. R. Parsonage, School of Chemistry, Thames Polytechnic, Wellington Street, Woolwich, London SE18 6PF.

* * *

"The Professional Tutor and the Induction Year", a residential conference organized by the College of Preceptors, will be held from July 27-31, at St John's College, York. It aims to give teachers, lecturers and administrators, the opportunity to discuss the Government's proposals for a teaching induction year and the use of professional tutors. Programme includes: "The Government View", by Mr Ernest Armstrong, Parliamentary Under-Secretary of State, Department of Education and Science. Fee: £39.50 for residents; others £32.50. Applications to Mr Keith Hodgson, the secretary, 86 Stockingate, South Kirkby, Pontefract, Yorkshire, WF9 3QX.

An exhibition of the work of Frank Meadow Sutcliffe, one of the pioneers in the history of modern photography, is being held at the North Staffordshire Polytechnic until May 23.

* * *

"The Introduction of New Subjects into the Medical Curriculum: a Case Study, Medical Engineering", a meeting held jointly by the Association for Medical Education in Europe, the Nordic Federation for Medical Education and Linköping University at the Hotel Ekoxen, Linköping, from August 27-30. The programme will deal with resistance to change in the medical curriculum and ways to overcome it. Further details from the Administrator, AMEE, 150b Perth Road, Dundee DD1 4EA.

* * *

"Engaged in Sculpture", an exhibition displaying the work of eight Royal College sculptors, is being held in the Library Gallery of Brunel University until June 2.

* * *

A full scale production on pageant wagons of the York Cycle of Mystery Plays, accompanied by a traditional fair, is being held at Leeds University Precinct from May 17-18. For the first time for 40 years the Cycle is being given a medieval staging with university departments, colleges of education and local drama groups taking part. Admission is free. Unreserved seats are available as are reserved stands seats at £1.00 per session. Reservations from Mr M. Clark, box office manager, 29 Manor Terrace, Leeds 6.

* * *

An exhibition by Sol LeWitt, the American artist whose work gave rise to the term "minimalism", is being staged at the Scottish National Gallery of Modern Art, Royal Botanic Garden, Edinburgh, until May 25. It will contain examples of mathematically based works as well as drawings which are usually destroyed after a few weeks.

* * *

"A City Seen", an exhibition prepared as a contribution to European Architectural Heritage Year, which shows in sounds and photographs changes in York over the last 120 years, is being held in the Impressions Gallery of Photography, 39a Shambles, York, until June 7.

Noticeboard is compiled by Patricia Santinelli and Penny Bruce

Open University programmes May 17 to 23

Saturday May 17

BBC 2

7.40 Physiology of Cells and Organisms: Osmosis (S301: prog 5).
8.05* Arts Foundation Course: Leda and the Swan (A100: prog 16).
8.30* Mathematics Foundation Course: Logic (1) (M100: prog 11).
8.55 History, Architecture and Design 1890-1930: The Weissenhof Siedlung (A303: prog 10).
9.20 National Income and Economic Policy: The Conception of Full Employment (D282: prog 4).
9.45 Mathematics Foundation Course: Astronomy Before Copernicus (A357: prog 8).
10.10 Topics in Pure Mathematics: Induced Topology (M352: prog 14).
10.35 Environmental Control and Public Health: Legislation to Control Pollution (T272: prog 4).
11.00 An Introduction to the Chemistry of Carbon Compounds: Conjugation, Aromaticity and the Reaction of Benzenoid Compounds (S324: prog 10).
11.25 The Earth's Physical Resources: Resources for a City (S282: prog 8).
11.50 Statistics: Correlation and an Application (MDT243: prog 8).
12.15 Open Forum: Information programme.
12.40 An Introduction to Psychology: Behaviourism (D262: prog 8).
13.05 Introduction to Mathematical Education Systems (E221: prog 4).—Wrong with Rights? (E221: prog 4).

RADIO 3 (VHF)

8.20* Analysis: The Mean Value Theorem (MST121: prog 4).
8.40* Public Administration: Management in Local Government (D331: prog 7).
7.00* Methods of Educational Inquiry: An Empirical Approach (E353: prog 4).
7.20* Elementary Mathematics: Science and Technology: The Definite Integral as the Fundamental Theorem of Calculus (MST121: prog 11).
7.40* The Development of Instruments and their Uses: Galileo's Telescope (Classical: Galaxia music (A314: prog 7).

RADIO 4 (VHF)

(Excluding North Scotland and parts of Wales)

9.05 Quantum Theory and Atomic Structure: Quantum Mechanics as a Statistical Theory (SM351: prog 4).
9.25* Mathematics Foundation Course: Measuring Data II (a) Calorimetry (M100: prog 16).
9.45* Science Foundation Course: The Solar System and Beyond (S100: prog 14).
10.10* Arts Foundation Course: Form and Meaning—Discussion: Logic: Figure Tables and Logical Form (A100: prog 16).
10.35* Mathematics Foundation Course: Logic (1) (M100: prog 11).
11.00 Renaissance and Reformation: Population: Cosmology Before Copernicus (A361: prog 16).
11.20 Personality Growth and Learning: Teaching Styles (E241: prog 8).—War and Society: War and Music 1 (A301: prog 7).
11.40 Decision-making in Britain: The Public Corporation (D321: prog 10).
14.00 Environmental Control and Public Health: Legislation to Control Pollution (T272: prog 4).
14.30 Making Sense of Society: Taxation (D102: prog 14).
15.00 The Age of Revolutions: Kant and Romanticism (A262: prog 12).
15.20 Urban Development: Government of the City (Chicago) (D321: prog 12).
15.40* Ministry of Architecture and Design 1890-1939: Walter Gropius before 1928 (A303: prog 10).
16.00* International Politics and Foreign Policy: Foreign Policy and Personality (D333: prog 7).
16.20* An Introduction to the Chemistry of Carbon Compounds: Economics and Chemistry (A326: prog 10).
16.40* Mathematics Development: Spoken and Written Language (PC261: prog 4).

RADIO 3 (VHF)

(Additional Programmes for North Scotland and parts of Wales)

24.00* Renaissance and Reformation: Population: Cosmology Before Copernicus (A361: prog 13).
00.30* Statistics: Correlation and an Application (MDT243: prog 15).
00.40* War and Society: War and Music 1 (A301: prog 7).

Sunday May 18

BBC 2

7.40* Electromagnetics and Electronics: Semi-Conductor Devices (T382: prog 4).
8.05* Principles of Chemical Processes: Fluidized Production (S7304: prog 7).
8.30* Science Foundation Course: The Chemistry & Structure of the Cell (S100: prog 14).
8.55* European Economic Community: The Common Market of the 1960s (D324: prog 11).
9.20 Communication: Position Transducers and Counting (T262: prog 6).
9.45 Communication: Information, programme 4: Vibrations (T331: prog 8).
10.10* Communication: Information, programme 5: Analysis and Development: Regional Policy and Relocation in Birmingham (D342: prog 14).
11.00* Arts Foundation Course: Programme for Applicants (A1).
11.25 Personality Growth and Learning: Correlation and Significance (E241: prog 7).
11.50* Technology Foundation Course: Energy Sources (S102: prog 24).
12.15 Linear Mathematics: Dual Cones (M351: prog 4).
12.40* Making Sense of Society: Inflation (D102: prog 15).

RADIO 3 (VHF)

(Additional Programmes for North Scotland and parts of Wales)

6.00* Principles of Chemical Processes: Fluidized Bed (S7304: prog 7).
6.20* An Introduction to the Chemistry of Carbon Compounds: Economics in Chemistry (S324: prog 10).
6.40* Quantum Theory and Atomic Structure: Quantum Mechanics as a Statistical Theory (SM351: prog 4).

RADIO 3 (VHF)

7.00* Man-Made Futures: Design and Technology: Biotechnic Community (A322: prog 14).
7.20* Topics in Pure Mathematics: Combination of Topologies (M302: prog 13).
7.40* The Handicapped Person in the Community: Marriage and Parenthood (D315: prog 11).
8.00* Mathematics Foundation Course: Differentiation (1) (M100: prog 16).
8.30 Science Foundation Course: Recollections (S100: prog 14).
8.55 Technology Foundation Course: The Short-Term Energy Problem (T100: prog 11).

RADIO 4 (VHF)

9.10 School and Society: Provision (E282: prog 7).
9.30 Open Forum.
9.50 Decision-Making in British Education System: What's Left on the Campus? (E282: prog 8).
10.10* Technology Foundation Course: The Short-Term Energy Problem (T100: prog 11).

Monday May 19

BBC 2

7.05* Instrumentation: Position Transducers and Counting (T262: prog 6).
7.30* Decision-Making in British Education System: What's Wrong with Rights? (E282: prog 8).
17.00* Renaissance and Reformation: Population: Cosmology Before Copernicus (A361: prog 9).
17.25* Statistics: Correlation and an Application (MDT243: prog 9).
17.50 Solids, Liquids and Gases: Perfect Solids (S1285: prog 7).
18.15 Introduction to Materials: Choosing a Material (T8201: prog 7).
18.40 Mathematics Foundation Course: "On the Surface" (M100: prog 16).

RADIO 3 (VHF)

(Additional Programmes for North Scotland and parts of Wales)

6.00 History of Architecture and Design 1890-1939: Walter Gropius before 1928: Theo van Doesburg and Constructivism: Soviet Architecture (A303: prog 10).
6.20 Urban Development: Planning for the Poor (E342: prog 8).—Britain: Ministerial Power (D282: prog 11).—The Courts (D282: prog 12).—Britain: Ministerial Power (D282: prog 11).—The Courts (D282: prog 12).—Vibrations (T331: prog 8).
6.40* Open Forum: Information programme.
7.00* Psychology of Cells and Organisms: Osmosis (S301: prog 5).
7.25* Arts Foundation Course: Architecture and Design 1890-1939: The Weissenhof Siedlung (A303: prog 10).—Leda and the Swan (A100: prog 16).
7.50 Urban Development: Planning for the Poor (E342: prog 8).—Britain: Ministerial Power (D282: prog 11).—The Courts (D282: prog 12).—Vibrations (T331: prog 8).
8.15 Open Forum: Information programme.
8.40 Quantum Theory and Atomic Structure: Quantum Mechanics as a Statistical Theory (SM351: prog 4).
8.55* Mathematics Foundation Course: Measuring Data II (a) Calorimetry (M100: prog 16).
9.20* Science and Information: Population: Cosmology Before Copernicus (A361: prog 16).
9.40* Decision-Making in Britain: The Public Corporation (D321: prog 10).
9.45 Mathematics Foundation Course: Astronomy Before Copernicus (A357: prog 8).
10.05 Topics in Pure Mathematics: Induced Topology (M352: prog 14).
24.00* Mathematics Foundation Course: Differentiation (1) (M100: prog 16).
00.30* Science Foundation Course: Recollections (S100: prog 14).
00.40* Open Forum: Information programme.

Tuesday May 20

BBC 2

6.40* The Nineteenth Century Novel and its Legacy: (4) View of Middlemarch (A302: prog 7).
7.05* Mathematics: Dual Cones (M201: prog 16).
7.30* Mechanics and Applied Calculus: Fields in Mechanics (MST282: prog 10).
17.00 Topics in Pure Mathematics: Induced Topologies (M352: prog 16).
17.50 Complex Analysis: Singularities (M301: prog 3).
18.15 Technology Foundation Course: Energy Sources (S102: prog 24).
18.40 Science Foundation Course: Cell Division (1) (S100: prog 14).

RADIO 3 (VHF)

(Additional Programmes for North Scotland and parts of Wales)

6.10* Mathematics Foundation Course: Differentiation (1) (M100: prog 16).
6.30 Science Foundation Course: Recollections (S100: prog 14).—Symphony in C (A1).
6.50 Teaching Strategies: Control: Pneumatic Circuits (D247: prog 6).
7.15 Making Sense of Society: Income: Where From and Where For? (D101: prog 14).

RADIO 3 (VHF)

6.20* Urban Development: Government of the City (Chicago) (D321: prog 12).
6.40* The Age of Revolutions: Kant and Romanticism (A262: prog 12).
17.45 Linear Mathematics: Normal Forms (M201: prog 8).
18.05 Systems Modelling: Dial-a-Bus (T252: prog 6).
18.25 Language and Learning: Why So Many Languages? (E262: prog 7).
18.45 Technology Foundation Course: Technology Forecasting (T100: prog 25).
19.05 Science Foundation Course: Recollections (S100: prog 14).—Symphony in C (A1).

Additional Programmes for North Scotland and parts of Wales

24.00* Arts Foundation Course: Which Way Is Up? (A100: prog 17).—Leda and the Swan (A100: prog 16).
00.25* Renaissance and Reformation: Population: Cosmology Before Copernicus (A361: prog 13).
00.45* Personality Growth and Learning: Teaching Styles (E241: prog 8).

Wednesday May 21

BBC 2

6.40* Comparative Physiology: Plant Growth and Differentiation (S322: prog 6).
7.05* The Earth's Physical Resources: Resources for a City (S282: prog 8).
7.30* An Introduction to the Chemistry of Carbon Compounds: Conjugation, Aromaticity and the Reaction of Benzenoid Compounds (S324: prog 10).
17.00* Personality Growth and Learning: Correlation and Significance (E241: prog 7).
17.25* Mathematics: Architecture and Design 1890-1939: The Weissenhof Siedlung (A303: prog 10).—Leda and the Swan (A100: prog 16).
17.50 Urban Development: Planning for the Poor (E342: prog 8).—Britain: Ministerial Power (D282: prog 11).—The Courts (D282: prog 12).
18.15 Open Forum: Information programme.
18.40 Physiology of Cells and Organisms: Osmosis (S301: prog 5).
19.05* Biological Basis of Behaviour: Emotion, Learning and Psychology (SM7386: prog 8).

RADIO 3 (VHF)

6.00* Science and Belief (from Copernicus to Darwin): Science and Belief in the Seventeenth Century: France (A818: prog 5).
6.20* Science and Information: Population: Cosmology Before Copernicus (A361: prog 16).
6.40* Decision-Making in Britain: The Public Corporation (D321: prog 10).
17.45 Mathematics Foundation Course: Astronomy Before Copernicus (A357: prog 8).
18.05 Communities and Computers: Cherishing an Aberration (Hospital Computing) (T241: prog 14).—Linguistic Norms and the Legacy: The Minister in Middlemarch (A302: prog 8).
18.25 Historical Data and the Social Sciences: The Economics of Slavery (D301: prog 8).
18.45 Arts Foundation Course: Which Way Is Up? (A100: prog 17).

Additional Programmes for North Scotland and parts of Wales

24.00* Making Sense of Society: Feedback (D102: prog 13).
00.20 Urban Development: Political Structures (D282: prog 4).
00.40 Decision-Making in Britain: Decision-Making in the Public and Private

Thursday May 22

BBC 2

6.40* Decision-Making in Britain: Ministerial Power (D282: prog 9).
7.05* National Income and Economic Policy: The Conception of Full Employment (D282: prog 4).
7.30* An Introduction to Psychology: Behaviourism (D262: prog 8).
17.00 European Economic Community: The Impact of the Common Agricultural Policy (D324: prog 12).
17.25 Regional Analysis and Development: Industrial Re-Location in Birmingham (D342: prog 6).
17.50 The Development of Instruments and their Uses: Music: A Symphony is Recorded (A314: prog 7).
18.15 Teaching Strategies: Control: Pneumatic Circuits (D247: prog 6).
18.35 Making Sense of Society: Income: Where From and Where For? (D101: prog 14).

RADIO 3 (VHF)

6.20* Urban Development: Government of the City (Chicago) (D321: prog 12).
6.40* The Age of Revolutions: Kant and Romanticism (A262: prog 12).
17.45 Linear Mathematics: Normal Forms (M201: prog 8).
18.05 Systems Modelling: Dial-a-Bus (T252: prog 6).
18.25 Language and Learning: Why So Many Languages? (E262: prog 7).
18.45 Technology Foundation Course: Technology Forecasting (T100: prog 25).
19.05 Science Foundation Course: Recollections (S100: prog 14).—Symphony in C (A1).

Additional Programmes for North Scotland and parts of Wales

24.00* Science Foundation Course: Recollections (S100: prog 14).—Symphony in C (A1).
00.25* Regional Analysis and Development: Industrial Re-Location in Birmingham (D342: prog 6).
00.45* Teaching Strategies: Control: Pneumatic Circuits (D247: prog 6).

Friday May 23

BBC 2

6.55* Complex Analysis: Singularities (M301: prog 3).
7.05* Urban Development: Aiming for the Top? (E342: prog 6).
7.30* Environmental Control and Public Health: Chemistry of Polluted Water (T272: prog 5).
17.25* Introduction to Engineering: Vibrations (T331: prog 8).
17.50* Open Forum: Information programme.
18.15* Psychology of Cells and Organisms: Osmosis (S301: prog 5).
18.40* Biological Basis of Behaviour: Emotion, Learning and Psychology (SM7386: prog 8).

RADIO 3 (VHF)

6.00* Science and Belief (from Copernicus to Darwin): Science and Belief in the Seventeenth Century: France (A818: prog 5).
6.20* Science and Information: Population: Cosmology Before Copernicus (A361: prog 16).
6.40* Decision-Making in Britain: The Public Corporation (D321: prog 10).
17.45 Mathematics Foundation Course: Astronomy Before Copernicus (A357: prog 8).
18.05 Communities and Computers: Cherishing an Aberration (Hospital Computing) (T241: prog 14).—Linguistic Norms and the Legacy: The Minister in Middlemarch (A302: prog 8).
18.25 Historical Data and the Social Sciences: The Economics of Slavery (D301: prog 8).
18.45 Arts Foundation Course: Which Way Is Up? (A100: prog 17).

Additional Programmes for North Scotland and parts of Wales

24.00* Making Sense of Society: Feedback (D102: prog 13).
00.20 Urban Development: Political Structures (D282: prog 4).
00.40 Decision-Making in Britain: Decision-Making in the Public and Private

American news

Cash doubts spark wave of protests

from Angela Stent

CAMBRIDGE, MASS

There has been an epidemic of student strikes, sit-ins and demonstrations in the past few weeks on many of New England's major campuses.

Unlike the student militancy of the late 60s, however, this new wave of strikes is concerned with bread-and-butter questions rather than political issues. And although university administrators are seeking compromises with the students, the unpleasant realities of financial stringency have made the bargaining process especially difficult.

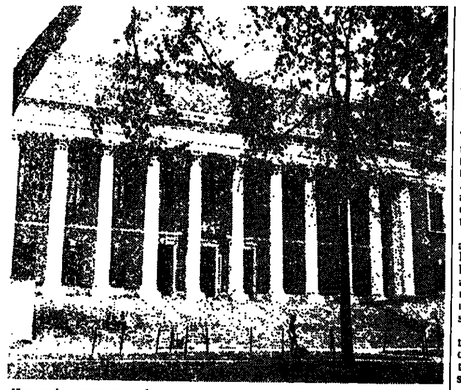
Brown University set the stage for the beginning of the strike wave, protesting over university budget cuts (*THES*, May 2). Two-thirds of the 5,100 student body boycotted classes during the last two weeks of April. Following the strike, there were further negotiations with various student groups and sharp disagreements within the student coalition that sponsored the walk-out about what to do next.

While these negotiations were continuing, Brown University's "Third World Coalition", comprising the college's Black and 30 Latin American students, seized the main administration building on April 24. A group of 50 students occupied the building for 38 hours.

The students' demands centred round the maintenance of minimum percentages of minority students and faculty members and the maintenance of present levels of funding for special minority programmes. However, they avoided specific mention of the budget issues which had been the focus of student demands during the class boycott.

After lengthy negotiations, the administration agreed to meet most of the demands, although they rejected outright the maintenance of the teaching faculty at present levels.

Brandeis University's financial problems are even more acute than those of the older, Ivy League Brown campus. The university has



Harvard: more esoteric.

run up a cumulative operating debt of $15m since 1969. Brandeis officials say that they must have a balanced budget for next year—which means $2.2m in cuts—or they will no longer be able to borrow money from banks.

Brandeis faces especially severe problems because it has a small endowment and, as it is only 27 years old, does not have a sizeable alumni body to donate money.

Since it is largely dependent on gifts from the American-Jewish community it has suffered since the 1973 Middle East War because many potential donors are giving to Israel.

As in the Brown sit-in, the Brandeis protests centred round minority students who feel that they will be especially hurt by the budget cuts. Unlike the Brown strike, a proposed boycott of classes by 3,400 Brandeis students failed to materialize. However, 40 minority students occupied the sociology building for six days.

The occupying students demanded an increase in financial aid to offset the $650 tuition fee rise for next year; the continuation of a remedial programme aimed at disadvantaged students which had been cut from $82,000 to $35,000; increased enrolment of Asian and minority students; and no staff cutbacks.

The administration has agreed to allow financial aid to rise proportionately to costs every year after next and to make no further staff cutbacks beyond those scheduled for next year—8 per cent in all.

While the Brandeis occupation was in full swing, Harvard students demonstrated against tuition fee increases and admissions policies and burned an effigy of President Derek Bok. However, as in the Brown and Brandeis events, it was the minority students who staged a sit-in in the main Harvard administration building.

The Harvard grievances are more esoteric—they concern the proposed Dubois Institute of Afro-American Research, which the university agreed to establish in 1971. The protesters feel that the institute will not have enough independence from the university. Mr Bok has agreed to discuss the issues with the students.

The current focus of minority student discontent is at the predominantly Catholic Boston College campus. Black students are alleging that the goal of 10 per cent minority representation, set in 1968, has not yet been met.

Traditionists continue to reassert themselves

from Henry Wasser

NEW YORK

The ethics of teaching and research was the theme of the third annual conference here of the University Centres for Rational Alternatives, a professional organization founded to counter the power of radical faculty and students in the universities in the late sixties.

Professor Martin Diamond argued that the United States had been startlingly permissive and lavish towards higher education and insisted that professors could not be therapists, statesmen or revolutionaries but only teachers to students.

Asserting that Weberians simply taught students to work out the consistency of their values, he said that a decent polity should be instructed.

He was fully confident in defining decent polity as consisting of founding fathers' ends and values and of indigenous American political institutions.

Professor Charles Fraenkel took exception to Mr Diamond's statement that the positivist approach was disabling. He believed the greatest threat to honesty and freedom came from within the intellectual community. He differentiated the ethics of responsibility from the ethics of ultimate ends and said that revolutionary students pursuing ultimate ends refused irresponsibly to submit ends to the test of science.

Professor Sidney Hook remarked once again that academic freedom was a right that must be earned—unlike civil or human rights that we possessed as members of the democratic community. Teachers had more freedom than did the other professions which faced economic risk when independent.

Favouring constraining responsibilities on these possessors of extensive freedom, Professor Hook was not worried by recent assaults on tenure and increased professorial caution created by the economic depression in the universities.

Mr William van Alstyne, president of the American Association of University Professors, distinguished between the professional and non-professional activities of the academic. While his non-professional doings were subject to the same scrutiny as those of every citizen, his research and teaching existed at the uttermost limit of the freedom democratic institutions provide.

To most of the audience, it was essential to emphasize elements of conservatism in academia and to continue the struggle against counter-culture and the "politicization" of the university.

Assured that they were no longer rowing against the stream, conference representatives nevertheless seemed disappointed that victory or, more accurately, the dissolution of activism by external economic and political circumstances, had not yet produced analyses of intellectual distinction. The uncertain mood at the meeting showed that narrowness and fear continued amid general belief that events had proved traditionalism and conservatism right.

'If you want to be a millionaire . . .'

from Alison Wolf

WASHINGTON

With the publication of Caroline Bird's *The Case Against College*, the education profession faces another threat to its image as the purveyor of wealth and opportunity. In 1972, Christopher Jencks caused a furore when he argued, in *Inequality*, that neither schooling nor family background explained much about adult success and failure.

Educators sprang to attack the book, determined to show that their profession and institutions were not marginal to people's lives. Now, however, *The Case Against College* comes to the same conclusion, and is reaching millions of Middle American housewives through excerpts in magazines like *Family Circle*.

Ms Bird reviews much of the same ground as did *Inequality*, but using illustrative anecdotes rather than regression analyses. As one might expect, she shows that becoming a millionaire has little to do with education. What is more surprising is that college and good college grades prove neither to be necessary for nor to ensure more moderate success.

In 1970 the majority of men earning over $15,000 did not have a degree, and most graduates earned less than $15,000. Least that be explained away by age—most graduates are young, and earnings increase with age—Ms Bird shows that, in 1972, only 46 per cent of the big earners in the 25-34 year old age group had college degrees.

What do predict success are character traits—hard work, perseverance, perfectionism and the like—and they can make up for a good deal. Although the average for the profession is much higher, Army and Air Force IQ tests have picked up lawyers and accountants who have qualified successfully with IQs of less than 100. And when combined with new ideas or with an unusual talent, it is these traits that characterize the really successful.

Of course, if you are moderately bright, do not have perfect pitch and are not a workaholic, college can still help guarantee you a comfortable life, or at least a place on the starting line. Americans, however, have traditionally viewed a degree as more than that, as the one sure road to success for their

Bright pupils boost public institutions

Public universities are gaining in popularity among bright students at the expense of private institutions, according to a study by Mr Richard Anderson of the Teachers College of Columbia University.

Although the average private college is still more attractive to able students than the average public college, the gap has narrowed considerably in the past few years, he says.

In 1972-73, 15 per cent more bright students applied to public colleges, and 9 per cent fewer to private colleges, compared with 1964-65. "Bright" students are those who as high school juniors scored among the top third of students taking the national merit scholarship qualifying tests.

One of the reasons for this trend may be that public institutions usually serve a local clientele. These universities not only charge lower tuition fees but enable students to live at home.

The average private college is still somewhat more selective than the average public college, but will not remain so if the trend for more bright students to opt for public institutions is maintained, the report suggests.

As well as becoming more attractive to bright students, public institutions are also increasing their overall enrolments. Freshmen enrolment increased by 202 students at a typical public college and decreased by 20 at the private counterpart.

Law suit pointer to tenure

The American Association of University Professors has submitted a brief to the Supreme Court of Iowa in a case which may have an important bearing on the future of tenure in American colleges.

Professor Robert Ono Lumpert is appealing against the finding of a lower court that his dismissal from the University of Dubuque in 1972 for "reasons of financial exigency" was justified.

The AAUP claims that under its 1948 statement of principles on academic freedom and tenure faculty tenure may be terminated for reasons of financial exigency only when a bona fide exigency

Drive to step up skills

The New York State Education Department has ordered teacher-training courses to be competency based. Such programmes test education students' ability to master stated skills in actual and simulated teaching situations.

Underlying the concept are dissatisfaction with results achieved in reading and numeracy skills as well as in traditional subjects by school pupils.

Neither New York nor California, which is also facing the issue, has given precise guidelines for the changed emphasis or has budgeted funds for staff to supervise and assess students under the altered system.

Supporters contend that, even though insufficiently funded, having education students in the elementary and secondary classrooms early in their college years working with teachers will mean increased practical experience, teaching to conduct more closely adapted to reality and consequent improved test scores.

Previously, students in education spent one semester in student teaching as seniors, and their education courses were methods and theories of teaching derived from textbooks.

However, neither the old nor the new approach deals with the defects of teacher education most often cited by the education professors' liberal arts colleagues—deficiency in content and lack of mastery of a discipline.

In fact, critics are concerned that the empirical training programmes will move trainee teachers even farther from concepts and subject matter; even methodology, history, philosophy and psychology of education courses, thin and repetitive as they often are, will now be replaced by exam-

Massachusetts fights plans for 16% budget cuts

While many private universities in New England have been paralysed by minority student strikes and sit-ins, the public colleges are waging a different battle. Students and some faculty at the University of Massachusetts campuses have entered on an apparent collision course with Mr Michael Dukakis, newly-elected Massachusetts Governor, over his demand for a 16 per cent cut in the university's $94 million annual higher education budget.

At the Amherst campus of the University of Massachusetts, student attendance has been down by 75 per cent. Students claim that if the proposed budget cuts are implemented they would force out some 3,000 students. And Dr Robert Wood, president of the university, said "there is no way I can come down to figures approximated by the governor".

Instead of sit-ins, the University of Massachusetts students decided to demonstrate their plight more directly: 2,000 of them gathered outside the Massachusetts State House to protest against the budget cuts and more demonstrations are planned.

Governor Dukakis told representatives of the state's colleges that they could make the cuts without increasing tuition fees or sacrificing student services. All cuts could be made in the administrative area, he said.

In contrast to the Massachusetts students, students at the University of New Hampshire have voted down a proposal to conduct a student strike as a way of showing opposition to legislative cuts in their budget. They have agreed to work with the university administration to implement its "reasonable, logical and essential" budget.

Students turn to job security

from Frances Hill

NEW YORK

Almost half the total number of 1965 and 1971 college graduates are not in the occupations they planned to enter when they were in their last year of college. This is one of the findings of a study on graduate employment from the College Placement Council. A large proportion of graduates switched to business-related careers although they had intended to enter different fields when at college.

College majors often do not determine career paths, the CPC report says. Two-thirds of graduates working as business administrators did not major in business and four-fifths of teachers did not major in education.

— business, teaching and the professions and sciences — which accounted for 84 per cent of the full-time employed graduates in the 1965 group, education drew the largest proportion of graduates — 35 per cent.

Private companies were next, with 29 per cent. Of these, 11 per cent were employed in manufacturing and mining, 4 per cent in retail and wholesale businesses, and 14 per cent in other types of companies in the private sector. Government was the next largest employer, with 11 per cent of the graduates.

More than twice as many men as women were employed in private companies, whereas 54 per cent of women compared with 26 per cent of men were employed in education. Government attracted almost equal-

France

Teacher training plans may ease wastage

from George Morgan

NICE

An estimated 23,000 candidates in 20 centres have been getting down to the first of the gruelling seven-hour papers which constitute the written part of the *agrégation*, the national competitive exam designed to recruit teachers into the upper forms in French *lycées*. Last week another 43,000 would-be teachers were undergoing a similar, though slightly less harassing, ordeal known as the CAPES or *Certificat d'Aptitude Pedagogique à l'Enseignement Secondaire* which gives access to other areas of secondary education.

Few candidates, however, can hope to clear this first hurdle and move on to the orals in June and only a small fraction can expect to obtain a pass. The competitions, entailing a year's intensive preparation in universities and *grandes écoles*, are among the most selective exams in the French higher education system.

Recently published statistics reveal that last year only one candidate in seven was awarded the CAPES. At *agrégation* level the ratio was one in 10. Moreover, these figures do not take into account the large number of students, roughly 25 per cent, who fail by the way-side in the course of the year.

This year the difficulties facing candidates are even greater than usual. The Ministry of Education has decided to cut back the number of posts open for competition. Only 1,800 jobs will be offered to prospective *agrégés* as opposed to last year's total of 2,200. For the CAPES, available posts have been reduced by 400 to a new total of 6,000.

Ministerial sources claim that the cuts were made necessary by the tailing off of the population. Fewer new schools are being built and the natural retirement rate is not sufficient to maintain the high level of teacher recruitment of recent years. The employment situation will be all the more critical as the number of graduates in science and arts subjects rose last year by 20 per cent to top the 30,000 mark.

New measures being considered by M René Haby, Minister of Education, are aimed at eliminating much of the human and financial waste entailed by these high failure rates. If present plans are adopted teachers will be recruited after the second year of university studies when they have passed the compulsory general studies diploma (DEUG).

A two-year course in special *centres de formation des maitres* will provide academic specialization and a general teacher training course. A final exam to be known as the CAPT or *Certificat d'Aptitude Pedagogique Theorique* will then replace the CAPES as the method of recruitment into the secondary system. Successful students will then complete a year's practical training course on full pay before being given their first posting.

The *agrégation* is to retain its present form. However, it is likely in future to be considered merely as an internal promotion exam open to teachers who already have tenure in the secondary system.

The *centres de formation des maitres* have been promised by successive ministers over the past 10 years and have come to be known as the Loch Ness Monster of French higher education. In the past, ministerial proposals have sparked off a heated controversy as to whom should have responsibility for running the institutes. The central ministry would prefer to see them controlled by the *recteurs*, government-appointed officials directly responsible to Paris.

The universities, however, have pointed out that they alone can ensure the required standards of academic ability for future teachers. It has been stressed that many university departments—especially in the arts where teaching is virtually the only job outlet—would find themselves redundant if they were to lose their students external *centres de formation*.

In an attempt to compromise, M Haby has now suggested a formula whereby responsibility would be shared. The universities will continue to provide teaching in the academic subject while teacher training will be handled by the local *académie* under the aegis of the *recteur*. The directors of the future centres will be appointed jointly by the Minister of Education and the Secretary of State for Universities after consultation with local *recteurs*.

Republic of Ireland

Academics win 'anomalies' pay award

from Peppy Barlow

DUBLIN

University teachers have been granted a salary rise of between 3 per cent and 7 per cent on the basis of an anomaly claim in relation to increases granted to senior civil servants.

The award is to be backdated to June 1, 1974, and will involve about £80,000 this year and £150,000 next year. A lecturer on £4,000 will receive an extra £290 and a full professor on top salary scale will get an extra £180.

Originally the claim, made by the Irish Federation of University Teachers, was agreed by the universities and the higher education authorities in August but met opposition from the Department of Education on the grounds that there was no specific grade relationship between academic staff and civil servants.

An appeal made to the Labour Court by IFUT and, later, by the Workers Union of Ireland, which has approximately 200 academic members, has now been upheld.

Holland

Reform Bill protests mount

from Lynn George

AMSTERDAM

University students have staged strike action and massive demonstrations here in protest against the proposed University Reform Bill now being debated in Parliament.

The main grievances against the Bill are that it imposes a strict time limit on courses and introduces selection criteria for post-graduate research while at the same time loosening university control over it.

Over 250 mainly political and higher education organizations are backing the students—including the Academic Council, the country's highest university administration board. The council has strongly advised Parliament to reject the Bill in its present form on the grounds that shorter courses will damage university standards.

The controversial Bill has taken seven years—spanning the periods in office of three ministers of education—to reach Parliament. In the late 1960s Dr Veringa, the then Education Minister, recognizing the need for reform to cope with the increase in the number of students who failed to obtain their doctorates, appointed the advisory Posthumous Commission.

Much to the wrath of the universities, the commission proposed



Dr van Kemenade: seven-year Bill.

courses based on a tighter time schedule and more oriented towards the needs of society than the needs of the students.

It retained the doctorate exam but instead of a minimum six years' study split into three non-selective phases it proposed less academic four-year courses, ending the intermediary bachelor's phase and introducing a selective propaudeutic exam at the end of the first year of study.

Instead of every student having access to research during his course, one-year research and four-year assistant research programmes would be set up at the post-graduate stage for some 20 per cent selected graduates. It is broadly this plan which Dr Jos van Kemenade, Education Minister, is now presenting to Parliament.

Spain

Tenure strike shuts many universities

from Harry Debelius

MADRID

A current nationwide professors' strike is threatening to bring virtually all higher education to a halt.

The strike by contract-hire lecturers, officially known as "non-numerary professors" to distinguish them from professors who hold permanent appointments, affects every university and higher technical school in the country.

It is wholly or partially effective, depending on local conditions in each city and faculty. In any case it is crippling: 80 per cent of the country's university-level teaching staff are non-numeraries (PNN).

After years of political purges, a total lack of job security and extremely low wages, the non-numeraries have organized nationally and have flexed their muscles for the first time.

They want more pay, work contracts which will guarantee them against arbitrary and unappealable dismissal for political or other reasons, unemployment compensation, social security benefits and—this is the bone that has stuck in the throat of the government—the immediate reopening of the University of Valladolid, closed by decree until next autumn (*THES*, March 7).

After several chilly encounters between PNN representatives and officials of the Ministry of Education and Science, the government finally came up with a counter-offer which, initially at least, did not satisfy the protesting professors. It included a promise of more pay, the creation—within a year—of 5,000 new permanent professorial appointments, PNN contracts lasting two years and a minimum dismissal notice of one year.

The contract-hire professors, whose take-home pay now ranges from about £102 to £198 a month, are earning salaries in the range of skilled labourers. They want an across-the-board rise of £77 a month, the same amount which professors with permanent appointments collect monthly on top of their salaries as incentive pay.

The attitude of the Ministry is that many of the 15,000 PNN's cannot properly be considered as employed persons; they should rather be looked on as students holding teaching fellowships. About 5,000 are still working for their doctorates.

Government officials would argue that it would not even be beneficial to society to offer these student-professors the kind of security which might encourage them to stay on at the universities, when they could be more useful to themselves and others by finishing their studies as soon as possible.

One demand the government did not even try to meet was the one for the reopening of the University of Valladolid, closed on February 14 following student disturbances. Municipal and provincial authorities in the northern city of Valladolid, as well as the contract-hire professors, have complained that the measure was not only unjust but unjustified.

In the present state of affairs in Spain, the tough and well-organized political police frequently have the dominant voice in domestic policy decisions. Observers in Madrid believe that this is the reason that the University of Valladolid was closed and, of course, the reason why it would be extremely difficult to reverse that decision.

West Germany

Expansion likely to be pegged by economic situation

by Günther Kloss

The number of students in higher education increased by 34 per cent between 1970 and 1973 (from 534,000 to 714,000) and the number of places available by about the same amount, according to a report of the Federal/States Commission for Educational Planning.

The degree of overcrowding, therefore, says the commission, the country's top educational and coordinating body, has hardly changed.

Teacher numbers in higher education rose by 29 per cent in the same period, and total staff costs by 90 per cent. Expenditure for equipment went up by 60 per cent, thus providing a real improvement in the standard per student place.

Government expenditure in the tertiary sector increased by 56 per cent from DM 7,000m (£1,300m) to DM 10,900m. Public expenditure on education as a whole (68 per cent of which is borne by the *Länder*) grew by an astonishing 68 per cent compared with only 43 per cent for total public expenditure. This corresponds to an increase from 4.0 to 4.9 per cent of the g.n.p. and illustrates the priority hitherto allocated to educational expenditure in comparison with other social policy areas.

The commission's report, produced in the context of a review of the education expenditure programme until 1978, which is itself part of the Overall Educational Development Plan running to 1985, recognizes that this situation is bound to change.

The expenditure programme takes account of the accelerated rate of inflation and the slower growth of the g.n.p. than originally forecast. It also takes note of the effects of the 1974 tax reform which inflicted a substantial loss of tax revenue on the Federation and the *Länder* in favour of private consumption. It calculates that the increased share of the g.n.p. available for any additional public expenditure might be as low as 0.3 per cent. As it is by no means certain that all of this amount will be allocated to education the educational budget's share of the total g.n.p. may by 1978 only be very little above the present level.

In effect, the commission's report represents a limited revision of the original Overall Plan. It attempts to achieve an improved coordination of educational policy measures and aims to concentrate any additional resources that might become available on the most important areas.

The proposals consist of an expansion programme which outlines and costs the expected natural development of the education system without considering the budgetary effects of any additional policy decisions beyond those taken up to 1975; and a priority programme which shows the establishment of priorities which, however, usually require additional resources.

The basic expansion programme requires in 1978 an expenditure of DM78,90m or 5 per cent of g.n.p. It maintains the 1973 standard of provision of staff buildings and equipment and occasionally even improves it, in accordance with the objectives of the Plan for 1980. It takes into account the drastic fall in the birthrate but also the unexpectedly large number of German pupils who are electing to continue fulltime education beyond the age of 16.

As far as the number of student places at institutions of higher education is concerned, the commission sticks to its original figure of 20 to 22 per cent of the age group, or 184,000, by 1980, and deliberately disregards the growing number of frustrated applicants.

The priority programme, against which the *Länder* ministers of finance have raised grave objections, would allow a modest concentration of education reform

Italy

Artists call for sweeping changes in academies

from Patricia Clough

ROME

A conference of art students and teachers from all over the country has demanded sweeping reforms of Italian art education, including the abolition of their own academies.

The Italian academies of art, where students from all over the world come in the hope of getting first-class training, were bitterly criticized at the three-day conference here as "completely useless bodies".

A spokesman for the organizers said: "They teach you nothing, neither traditional art nor modern methods and techniques. They are just a front for political patronage."

The conference called on the government to abolish the 28 existing art academies and to hand over art education to the universities.

Such a change would mean that the abolition of the Inspectorate of Art Education, a department of the Education Ministry which runs art schools and which has remained virtually excluded from the reforms taking place in the mainstream of education. The conference saw the inspectorate as a source of political patronage, where politicians could find jobs for proteges.

The conference wanted the final qualification of an artistic training to be a university *laurea* or degree which would qualify graduates to teach art at all levels, and for a wide range of public activities, such as running museums, reserving and conserving Italy's art heritage, helping in town planning and organizing artistic and cultural activities.

One of the principal complaints of the students was that what they were learning was totally divorced from real life. One of their more specific demands was that art education should include industrial design, advertising and other mass media techniques which are at present left to expensive, private schools.

Canada

New head for college body

Dr Claude Thibault has been appointed executive director of the Association of Universities and Colleges of Canada in succession to Dr Colin Mackay. Dr Mackay retires on June 30 after serving as executive director of the AUCC since 1971.

Dr Thibault will be responsible for the affairs of the AUCC, a national, voluntary association of 63 universities and colleges. In particular, he will direct the activities of the association's secretariat which is located in Ottawa. As executive director he will sit on the 25-member board of directors.

Dr Thibault came to the AUCC in 1974 to take up the position of associate director. Before that he was professor of history and assistant to the principal of Bishop's University, Lennoxville, Quebec.

TIMES PAST
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Facts of life universities must learn to accept

It is no service to universities to shrink from the statement of seemingly unpalatable facts simply because the present mood in senior common rooms will make them—and *The TIMES*, unpopular. University spokesmen, equally, do not serve their constituency by reiterating a university view divorced from any consideration of the evolving position of colleges and polytechnics, or, more importantly, of the economic crises.

Apart from its obvious role of speaking *for* universities, as well as colleges and polytechnics, it is also the duty of a newspaper such as *The TIMES* to speak *to* its constituency, and to reflect for its readers the views of those, in and outside Westminster and Whitehall, which help to determine the policy that is eventually adopted by the government of the day.

A world view also helps. Neither the United States nor Canada, for example, speak any longer of "higher education": they speak now of "post secondary education". Each has flourishing universities alongside a flourishing non-university sector. Each system is much more open than is the case in Britain to students without the equivalent of two or three A levels. Each cares for more than Britain for adult, mature or deprived students. Some parts of Germany are introducing "comprehensive" systems of higher education.

It may, therefore, help to improve the realism of the debate about universities, colleges and polytechnics to set down the facts of life in Britain in 1975:—

The Government is at present considering reducing public expenditure by £1,000m a year from 1976. Education consumes the second largest share of public expenditure. So far as can be told, public opinion agrees that spending on health and housing should now be given a higher priority than education. Over the past 10 years the average annual increase of spending on universities at 15 per cent was higher than for any other sector of the education service. A university student cost the nation £1,432 in 1972-73, and a polytechnic student cost £1,035, compared with a cost per pupil of £142 in primary and £232 to £362 in secondary schools.

Both Labour and Conservative governments have supported the creation of the polytechnics and the view, put crudely, that students want, and the nation needs, more "vocational" courses. (Student preferences, moreover, seem to support this view.) If the polytechnics are to have "parity of esteem", it is natural that they will ask for "parity of support", and it could be argued that they need positively discriminatory support to catch up with university standards of provision. All that the Government has done is to give some small effect to this plank of its policy. It is also natural that teachers in polytechnics will want "broadly comparable" salaries and that the Government will support them.

There is, however, no anti-university plot among civil servants or ministers: indeed, many polytechnic directors would argue privately that there is a bias towards the universities. There is, however, a popular view, articulated last week by Mr Prentice, Secretary of State for Education and Science, that universities are the part of the system, as he put it, a "fat" part, that can bear some sacrifices with the least damage to their ability to fulfil their essential purposes. In spite of this popular view, and some of the prejudices implicit in it, few universities have complained about the size of the recurrent grant for 1975-76. If anything, the private comment is that it is very reasonable in the circumstances.

It is a nonsense (as *The TIMES* argued on February 28 and as its columns have shown week by week) that university teachers should be paid *less* than teachers in polytechnics. The Government also believes that it is a nonsense, which is why it has offered the Association of University Teachers a salary October, which will probably be higher if the claim goes to arbitration, and which should be considered a triumph for Mr Laurie Sapper, general secretary of the AUT. When such an offer has been made, and when it is known that it has been made and it has been kept silent only for fear that the Cabinet might consider that it is too high, threats of sanctions start to look rather silly.

There are many nonsenses in the present system. As they are sorted out, Britain seems likely to move towards a more unified organization of higher education. In several cities, for instance, there are universities and polytechnics and new colleges, side by side, each with empty departments, under-used laboratories, and teachers with no students to teach. Some form of regional or national oversight of provision in the university and civic sectors is almost certain to be introduced eventually to ensure that public money is not so flagrantly wasted. Yet it is nonsense to say that polytechnics will soon be "taking over" universities: it will be polytechnics that merge with universities. Meanwhile, as applications from students fall away (and the Government is now beginning to wonder if its twice-reduced 1981 target of 640,000 is still too high), another nonsense is that college after college is trying to start new humanities degrees.

If popularly-held opinions are "facts of life", there are several more "facts" that need to be considered:

Universities are more efficient than polytechnics since their staff-student ratio is inferior.

Polytechnics are not so "cheap" as was once imagined.

A comparison of the student numbers expected in universities in 1975, when the quinquennial grant was announced, with the lower student numbers now anticipated, set against the 1975-76 grant, would probably show that the amount allowed for each student has risen significantly so departments with their full quota of students ought not to be worse off.

Universities are popularly considered to be less sympathetic to adult, and part-time and Open University students than the polytechnics.

Several questions are also raised in the new circumstances of higher education. Would it, for example, be cheaper to steer most of the expansion of the next decade into the universities? Would universities, however, be happier to be a smaller part of the system than the polytechnics, so that they attracted only the more scholarly students and could concentrate the better on research?

If the squeeze of budgets continues, will university salaries look more and more to the University Grants Committee to resolve their inner differences, for instance over budgetary allocations to social sciences and humanities departments over science departments? If the squeeze continues, will the UGC apply a uniform policy or will it differentiate between, say, Oxford, Cambridge, London, Edinburgh, Manchester and Leeds and the rest of the universities?

Salaries are important not only to buy bread and butter and nuts and port, but also as a symbol of status and respect; and issues of status become especially important, as the Government ought to realize, in a period when universities are being assessed and the working conditions of many university teachers are deteriorating.

The salary anomaly, however, will soon be solved. Much larger issues, already looming well over the horizon, must then be considered in universities. The case for the special position of the universities, still one of the glories of British life, will be put best if it is argued in the language that the world outside recognizes and understands as real, and if it does not give the impression of dovelving solely on

LETTERS TO THE EDITOR

Community Land Bill

from Mr P. N. Brook

Sir,—It was with great interest that I read the article on training manpower to operate the Community Land Bill (*THES*, March 21) and T. B. Stapleton's letter in reply (*THES*, April 11).

It is obviously a problem to estimate with any exactitude the number of qualified staff that will be required when the Community Land Bill comes into force, but the evidence so far produced indicates that it will be appreciably larger than is the number available or likely to qualify within the next year.

The Minister for Planning and Local Government, speaking on April 23 at a conference on the Bill organized by the Centre for Advanced Land Use Studies, a division of the college of estate management, said that investigations in the department had shown that 4,000 additional professional staff might be required by local authorities.

My interest, however, stemmed from the fact that both the article and Mr Stapleton's letter had failed to consider any alternative method of training for qualification in estate management, valuation and surveying, the aspects of the profession which will be most called for by the enactment of the Bill. A course of study at a university or polytechnic excludes the student for up to three years from contact with the profession and because of this it must take him some time after qualification to become entirely proficient at his job.

The examinations of the Royal Institution of Chartered Surveyors, on the other hand, provide an opportunity for qualification that is advantageous both to the employer and the employee/student, who gains practical experience in the profession while studying part-time for his professional qualifications.

The universities and polytechnics also admit that they will have difficulty in expanding their intake to the level necessary to provide qualified staff to operate the Bill and Mr Stapleton makes the point that they might in any case be reluctant to increase their facilities for what might prove to be a temporary bulge.

The organizer of distance learning, on the other hand, admits no such difficulty. His tutors and administrative staff are available now and ready to enrol any number of students at any time for pre-qualification study, and there can be no question of cutback for lack of money or suitably qualified teaching staff. Moreover, postal courses in these days are backed up by lectures and residential teaching during vacations.

The college of estate management, founded in 1919 to provide education specifically for the profession of the land, has an expanding postal course division whereby students may enrol for appropriate courses of study in estate management. It is worthwhile noting that the college already trains over 60 per cent of the students who sit for the examinations set by the Royal Institution of Chartered Surveyors in Valuation, Estate Agency and Planning, Land Agency and Agriculture. The college has recently started a course for technicians in quantity surveying, and courses for technicians in other aspects of estate management are also planned.

It is, therefore, unnecessary to "make a significant increase in the facilities for training", simply because the facilities already exist: it is rather a matter of providing tuition for all those wanting to enter the profession, a task that the college is well equipped to undertake.

Yours faithfully,
P. N. BROOK,
College of Estate Management,
Reading University.

The SSRC and the BSA

from Professor David Lockwood

Sir,—May I make the following comments on Dr Wakeford's rather misleading account of the policy of the sociology and social administration committee of the Social Science Research Council which appeared in "Don's diary" (*THES* April 25).

First, Dr Wakeford refers to "the discussion document prepared for the committee". Let me make clear the status of the document.

His information was drawn from one of 14 papers circulated to committee members and to two representatives of the British Sociological Association and the Social Administration Association. These papers provided the basis of the committee's two-day meeting on general policy, a meeting which had not taken place when Dr Wakeford's "Diary" appeared in *The THES*.

Dr Wakeford was invited to attend the meeting in his capacity as secretary of the BSA, because it was thought that his experience in this post would enable him to make a useful contribution to our discussion at the meeting (rather than in the columns of *The THES*).

The aim of the papers was to provoke frank discussion of the whole range of committee activities. They were not in any sense statements of committee policy: that policy will be made by the committee when it has had time to reflect upon the discussions at the meeting.

Second, when Dr Wakeford writes that "the council are moving away from their traditional policy of applying strictly academic criteria when responding to applications for research funds", he is confused about the distinction between criteria for judging applications for research funds and the question of how far research support should be purely responsive.

As far as the first issue is concerned, Dr Wakeford is doubly wrong: the sociology and social administration committee has no intention of altering its traditional criteria; and these have never which he calls "the strictly academic", if I understand his use of this term correctly.

On the second question, it appears that he believes that the council (and its constituent bodies) is for the first time entering into discussions about going beyond the policy of the responsive mode of research support. This is not the case; for example, five research units have been established through council initiatives since 1969, and the council has already been reorganized in such a way as to provide expressly for a less passive role by the creation of a Research Initiatives Board. (This was announced in SSRC Newsletter 26.)

Third, Dr Wakeford's reference to the estimate of the proportion of sociologists who appear to be engaged in research is misleading in that it is taken out of context. It is part of one sentence in a 2,000 word paper, one of the purposes of which was to stimulate discussion on ways the committee might obtain some idea of the likely level of demand for research funds in the immediate future; and in this context it is obvious that the figures he quotes, which the paper goes on to make clear are "a very crude estimate", relate to the kind of research for which council funds might be available.

The BSA register seemed to be a good place to begin to try to arrive at an estimate of the research work being undertaken by sociologists. Dr Wakeford goes on to ask various questions about the validity of the estimate which is very tentatively put forward in the paper.

These, of course, are just the sort of questions which it was hoped that he and others at the meeting would raise. Indeed, the main reason for inviting the secretary of the BSA to take part in our meeting was the expectation that he might be able to provide better information on this and other issues.

Yours faithfully,
DAVID LOCKWOOD,
Chairman, SSRC Sociology and Social Administration Committee.

Language degrees

from Professor D. E. Ager

Sir,—I am glad to learn that Professor Charlton does believe in academic freedom and does not believe in throwing mud. One might then inquire why he wrote a letter implying the opposite; but his motives are doubtless his own concern.

What worries one rather more than these unedifying squabbles over course content—for the real details of what we offer, by the way, your readers are advised to obtain the relevant prospectuses and not rely on partial quotes—are the implications and underlying attitudes revealed. If universities are to withstand the current attacks from philistines and anti-intellectuals and retain their levels of scholarship, they have to come to terms with the legitimate vocational needs of their graduates and with the state generally.

It is no longer good enough to say that undergraduate education is "difficult, humanizing and mind developing"—and expect, nay wish, it also to be useless to the individual concerned and to the economy of the country.

I am proud that some British universities have devised educational programmes in the humanities and the social sciences which protect high standards of scholarship and research, but which are at least aware of the existence of the twentieth century and which treats communication seriously; although the whole idea may be revolutionary to some, it will hardly be so to the "vocational" departments of medicine, engineering, the law, management studies and the like.

Indeed, to be fair, it is hardly unknown to Warwick, which claims in its prospectus (1974-75, page 5) that "it is no ivory tower" and that it has "concern in its teaching for the career needs of its students".

Yours faithfully,
D. E. AGER,
Professor in Modern Languages,
University of Aston.

from Miss A. Vidal-Hall

Sir,—It would be interesting to know on what data Professor Charlton bases his view that the employment prospects are bleak for the graduates of the language degrees offered by the technological universities and the polytechnics.

Experience in this college, based on five years of graduation, has shown that employers in industry, commerce and the civil service, not to mention the international institutions, welcome graduates of the language course based on a study of contemporary economic, political and legal institutions.

One can add that there appears to be a good demand for language graduates to work not only in the specialist field of translation and interpreting, but also in the wider context of information, management, sales and marketing, where a knowledge of other countries and their languages is becoming increasingly useful.

Moreover, this success in obtaining posts cannot be attributed solely to the attraction of novelty, for in several cases graduates have been recruited by the same organization in successive years. Presumably the employers concerned find them "properly trained in the intellectual mode" as do the universities who have accepted them for higher degrees.

It is worth remembering that the authors of the York report state in their conclusion: the information collected refers to 1971/72, a period immediately preceding the entry of the United Kingdom into the EEC. It gives, in effect, a snapshot picture taken at a particular point of time. The situation, however, is not static." Experience would appear to suggest that the situation has indeed evolved in an encouraging direction.

Yours faithfully,
A. VIDAL-HALL,
Careers Adviser,
Applied Language Studies,
Ealing Technical College.

Readers are advised to type or write their letters with generous space between the lines and to use one side of each sheet of paper



University liaison, the army for the use of

Zoë Fairbairns reports the activities of DS15, a defence ministry division which coordinates military-university liaison

Riot Control, a book published recently by the Royal United Services Institute, expresses disquiet at the number of university graduates who lead riots. Among the many suggested remedies is the prevention of Marxists from teaching "impressionable and immature" schoolchildren and students.

This is the latest of several military comments suggesting that the armed forces would like rather more influence than they at present have in the running of universities. In 1968, when student activism was still new enough to be surprising, the NATO Education, Cultural Affairs and Information Committee commissioned a report on the implications of student unrest. The draft document recommended, among other things, that universities would have to be restructured in order to contain student revolt: "just as workers' movements were contained by reform in the 19th and 20th centuries."

More recently, Brigadier Frank Kitson has warned, in his study of the British Army's counterinsurgency role *Low Intensity Operations*, that student activism is: "best described as eductional insofar as it is designed to fit those practising it to take part in revolutionary work later on in life."

Military suspicion of students is enthusiastically reciprocated. Students are campaigning against military research on their campuses, and the National Union of Students opposes the British Army's role in Ireland and NATO. Yet while Colonel Blimp and Dave Spart snipe at each other, universities and the armed forces have been working together in a number of areas to establish a close, mutually helpful network of co-operative relationships.

Coordinating most areas of military-university liaison is a Defence Secretariat Division, known as DS 15, set up in 1964. Few people are aware of DS 15's existence, and the Ministry of Defence is not particularly informative about it.

It will not say how many officials it has, nor who they are, and it has named a figure for DS 15's annual budget which is quite clearly too low for the work it is known to do. The MoD says that DS 15's annual budget is £75,000. But as the Defence Lectureship Scheme, described below, costs at least £48,000 a year, and the extramural department at the University of Southampton receives £34,000 from the MoD for its contributions to Services Education, this figure is clearly far from complete. The MoD offers no explanation for this discrepancy, nor will it categorically state that none of its work with universities is secret; it simply says that it is "most unlikely".

DS15 comes into military-university relations in the mutually connected areas of education, public relations and recruitment. This includes the administration of Military Education Committees, which in turn supervise the work of the service units, and keep contact with officers attending the universities as students; the administration of the Defence Lectureships; and university assistance to adult education in the forces.

Service Units. There are 16 Officer Training Corps (OTC) contingents at British universities, 16 University Air Squadrons (UAS) and four Royal Naval Units (URNU).

The OTCs prepare students for commissions in the regular Army or in the Territorial Army Volunteer Reserve or cadet forces—a typical weekend's training might include map reading, battle drills, demolition or night patrols. OTC members are not firmly committed to joining the army on graduation, however, and those who do not are acknowledged in Liverpool OTC's 1974 report as having an important role in "eventually becoming good ambassadors for the armed services in civilian life".

The UASs and the URNUs, which provide some students with free facilities for learning to fly and to sail, like to play down their recruiting role, but the fact that they are not open to women or overseas students (to people who could never hold flying or sea-going positions in the British services) suggests that they are regarded as an investment, and some payoff, in terms of recruitment, is expected.

The service units also provide training for officers attending universities—currently around 900 people, whose function is, according to the MoD "to provide a leavening of officers who have given serious study to non-military subjects".

Military Education Committees. The service units are supervised by the Military Education Committee (MEC) for the area. There are 25 MECs, usually based on the biggest university of the particular area; they owe their origin to the foundation of the University Officer Training Corps in 1908, which they had to supervise, but MEC duties have now been widened to include "encouraging the study of national defence within the university" and, more vaguely, "cooperating with the Ministry of Defence in all service matters affecting their university".

This includes arranging open lectures, exhibitions and presentations by the services for students and staff, the running of goodwill visits to universities by army officers who want to see what academics do all day, and it has even been suggested that each university should have its own army, navy and air force "link man" from a nearby camp or base to ensure exchange of information on matters of mutual interest.

This suggestion came out of the 1974 annual meeting of the Council of Military Education Committees—COMEC. Unlike the MECs themselves, which often have student members, COMEC meets in secret, its minutes being classified "restricted" and "confidential".

One subject of fairly heated discussion at the 1974 meeting was the recent army recruitment campaign whose advertisements had claimed that three years as an army officer could equal three years at a university. A delegate from Nottingham said that vice-chancellors had reacted sharply to what they saw as an attempt by the army to steal recruits from the already waning supply of potential university entrants, and it was suggested that universities should be consulted first if the army ever considered mounting another similar campaign.

A services representative said that the purpose of the advertisement had been to encourage debate, and in this it had been successful; nevertheless, there was a feeling that military-university relations had been harmed by the advertisement.

Strategic Studies and Defence Lectureships. Also high on COMEC's agenda was the encouragement of strategic studies and other defence-related subjects in universities. Advances have been made in this direction since the MoD began its Defence Lectureship Scheme in 1968. Under this scheme, which is administered by DS 15, there are now eight lecturers, employed by their universities but paid for by the ministry, whose function is to research and teach the defence aspects of a particular discipline.

Although the university is theoretically free to appoint anyone it wishes to a Defence Lectureship, the ministry reserves the right to see and make comments on all applications, and is usually represented on the selection board. The person appointed usually needs access to classified materials for which security clearance is required, in the course of his duties, and often works in close contact with the MoD, for instance when organizing courses for the armed services; it is likely, therefore, that the ministry's "comments" are made with this in mind.

Defence Lecturers' activities have included the setting up of a Defence Studies Unit at the University of Edinburgh, where Professor John Erickson, one of two Defence Lecturers, is working on the Soviet military, with support from USAF Intelligence; at Aberdeen David Greenwood is working on the effects of defence expenditure on local economies; at Lancaster, Martin Edmonds specializes in civil-military relations, and at King's College London, Barrie Paskins lectures on ethical aspects of war.

DS15 is also involved in the administration of Defence Fellowships of which there are now six, which enable selected officers and MoD civilians to attend universities for a year to study a subject of their choice and to benefit the university by providing "a closer understanding of current service thought and practice".

Adult Education in the Forces. Another area of military-university cooperation involves the universities' extramural departments in organizing courses for officers. These courses range from general interest subjects such as horticulture and computers, through war studies and international relations, to specific and controversial areas such as Southampton's course on the "Role of the British Army in Low Intensity Operations" in 1973.

Twelve universities are involved in organizing services education courses and are represented, along with DS15, on a Committee for University Assistance to HM Forces (CUA), which oversees the adult education work. An agreement drawn up in 1974 provides that although universities and the services will consult closely together in drawing up programmes once the purpose and broad content of the course has been agreed, the university will be responsible for the detailed conduct of the course.

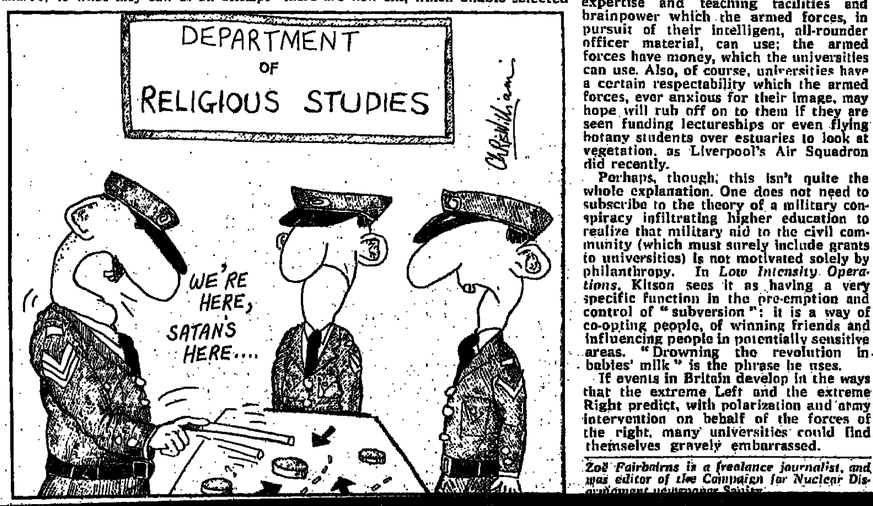
There seems to be no actual secrecy about these courses, although some of the universities seem a little coy about them: Cardiff's extra-mural department report for 1973/74 makes vague reference to courses for the RAF and the Army but these do not appear in the detailed list of course-subjects at the end of the report. "It's a habit we've got into over the years, not listing them", explains Mr Selwyn Davies, Director of Extra-Mural Studies.

Oxford seems to have fallen into similar habits. In its 1973/4 report the subjects of all courses for outside groups are given, barring courses for the military. At Bristol, Professor G. Cunliffe, director of extra-mural studies, says the majority of service courses are now open to the civilian public, but this is exceptional; the Ministry of Defence says that "the courses and conferences would not normally be open to the public because they are arranged with the needs of the serviceman in mind and, of course, paid for from Defence votes".

The military-academic complex meets a number of needs. The universities have resources, in terms of laboratories and expertise and teaching facilities and brainpower which the armed forces, in pursuit of their intelligent, all-rounder officer material, can use; the armed forces have money, which the universities can use. Also, of course, universities have a certain respectability which the armed forces, ever anxious for their image, may hope will rub off on to them if they are seen funding lectureships or even flying botany students over estuaries to look at vegetation, as Liverpool's Air Squadron did recently.

Perhaps, though, this isn't quite the whole explanation. One does not need to subscribe to the theory of a military conspiracy infiltrating higher education to realize that military aid to the civil community (which must surely include grants to universities) is not motivated solely by philanthropy. In *Low Intensity Operations*, Kitson sees it as having a very specific function in the pre-emption and control of "subversion": it is a way of co-opting people, of winning friends and influencing people in potentially sensitive areas. "Drowning the revolution in babies' milk" is the phrase he uses.

If events in Britain develop in the ways that the extreme Left and the extreme Right predict, with polarization and army intervention on behalf of the forces of the right, many universities could find themselves gravely embarrassed.



Zoë Fairbairns is a freelance journalist, and was editor of the Campaign for Nuclear Disarmament newspaper Sanity.

Short cuts to the modern masters



"There isn't a real dud among them": DAVID DAICHES reviews the Fontana series edited by Frank Kermode, whose total sales have now reached 1,000,000.

There was a time when the equipment required for an educated man to feel at home in the civilization in which he lived was strictly limited. Mediaeval man could, within a decade, make himself master of all human knowledge that was regarded as of real significance.

Renaissance man had somewhat larger horizons, but they were not limitless, and the amount of reading required of the ideal *cortigiano* or proposed as the curriculum of Milton's elitist academies as providing "a compleat and generous Education . . . which fits a man to perform, justly, skilfully and magnanimously all the offices both private and publick of Peace and War" was, if daunting to modern students, well within the range achieved by many of Milton's contemporaries.

Even Matthew Arnold's mixture of Greek and Latin classics and selected segments of modern European literature was not beyond the achievement of many of those who, by virtue of that very achievement, were sent overseas to govern the empire.

The situation is different today. This is not just because the pace of cultural change has grown ever faster and the number of works reflecting changes in thought and sensibility keep tumbling off the presses in ever more rapid succession. Nor is it simply because the vast higher educational industry of western society, with its capacity for bringing together large masses of young people seeking their own or the world's salvation in an obviously disoriented civilization, keeps throwing up fashionable intellectual (or pseudo-intellectual) habits aimed at achieving that salvation.

Another factor is the refusal of so many teachers as well as students to regard education in literature or philosophy or indeed any of the humanities as the discovery of a closed body of works that constitute "high" culture of the "classics" of western thought and imagination, a view which implies that anybody wanting to keep abreast of modern writing must do so in his own time outside the limits of formal education.

When I read for an honours degree in English at Edinburgh University in the 1930s (it was a four-year course), I was supposed to read all the significant works of English literature from *Beowulf* to the end of the nineteenth century as well as to study Latin, the history of western philosophy, and British political history and to learn some Anglo-Saxon and Middle-English. Neither Joyce nor Eliot (both of whom had been significant forces in modern literature for more than a decade before I graduated) was ever mentioned in any courses I took, and the dilemmas of the modern world—which, goodness knows, were acute enough in the 1930s—were left to be discussed by undergraduates among themselves in student societies: nothing we studied officially at the university was directly relevant to those dilemmas.

Today we are much more conscious of the "modern" and of its role in education. When we were planning the curriculum of the University of Sussex in 1961 I suggested that everybody doing courses either in the School of English and American Studies or in the School of European Studies should take a course we named "The Modern European Mind" which would enable the student to learn something about those movements of thought, imagination and sensibility that are the distinguishing features of modern western culture.

The course has proved among the most popular in the university. It does not, indeed, come as far forward in time as some of the authors represented in the Fontana "Modern Masters" series, but among the authors dealt with in this series are Proust, Joyce, Yeats, Lawrence, Kafka, Camus, Freud, Jung and Beckett, Lévi-Strauss, Chomsky, Lukács and some others represented in the Fontana series are included in other courses.)

So Professor Kermode's idea of a series on "Modern Masters", which we are told he first mooted in 1968 and which began publication in 1970, has certainly proved a boon to modern students. And even where titles in the series do not refer directly to works read in courses—such as those on Guevara, Fanon, Marcuse, McLuhan and Reich—they involve writers and ideas that are in the ambit of student concern.

It could, of course, be argued that in so far as these little books are aimed at a student readership they encourage the students to read other peoples' summaries and explanations of the works concerned rather than the works themselves. But this brings us back to my original point. If it was once possible for the individual to encompass all the thought that was considered relevant to his civilization within a limited amount of time, it is no longer so.

To read even the major original sources dealt with in the thirty volumes so far published in the Fontana series would mean reading well over a hundred books, some of them long and difficult and argued with the aid of specialist techniques which require years to master.

If this is an unrealistic demand to make of the student, who is after all trained to read difficult matter with care, then of course it is all the harder for the "general public" (whoever precisely they are) that Professor Kermode also expects to make up the readership of the series.

Yet in a sense it is the students (who surely make up the bulk of the readership) who have the harder task, for they have their main reading to do elsewhere, in the cultural heritage, in the "classics", which, in the case of those who read English or some other European literature or history on philosophy, will inevitably constitute the core of their course.

These books, then, are short cuts, and some are shorter than others. The length varies between 25,000 and over 50,000 words. The treatment varies from work to work. Alasdair MacIntyre's *Marcuse* (published in January 1970; 47,000 copies sold), Jonathan Miller's *McLuhan* (January 1971; 27,000 sold) and Charles Rycroft's *Reich* (March 1971; 20,500 sold) are effective hatchet jobs, but they contain enough direct quotation and fair summary to enable the reader to judge for himself.

John Lyons' *Chomsky* (January 1970; 90,000 copies—the best seller of the series so far) on the other hand, is a lucidly sympathetic exposition of a difficult subject, not only describing the development of Chomsky's theories of language from phrase-structure to generative and transformational grammar, but placing them clearly in the context of the history of modern linguistics.

So anxious is Professor Lyons to be a fair expositor rather than an adverse critic (though he does have some reservations) that he sent his manuscript to Chomsky for his comments and corrections.

Andrew Sinclair's *Guevara* (January 1970; 36,000 copies) is a genial narrative account of the life and opinions of his subject, an easy read compared to many of the other titles.

Also in the batch published in 1970 were Edmund Leach's *Lévi-Strauss* (46,000 copies), a witty, opinionated and far from uncritical account of his subject; David Caute's *Fanon* (28,500 copies), sympathetic and somewhat elegiac; Conor Cruise O'Brien's *Camus* (45,500 copies) critical to the point at times of debunking, yet understanding and in its way respectful.

George Lichtheim's *Lukács* (20,500 copies) is knowledgeable, opinionated and (like its subject) very central European: its special merit is to set Lukács's thought in the context of German philosophy from which in large measure it derives, a context unfamiliar and indeed uncongenial to most English readers.

At this point we may pause to inquire a little more closely into the meaning of the term "modern masters". "The object of the series", we were told at the start, "is to satisfy the needs of a larger public which feels uneasy at its inability, whether for lack of time or other reason, to grasp the principles of the thought of men whom they know to be important."

"Thought" is an interesting choice of word: later titles in the series include Yeats, Lawrence, Mailer, Kafka, Proust and Beckett: is it their "thought" that is important, rather than the way their imagination realizes itself in works of literary art?

But even with reference to political, linguistic, philosophical and psychological thinkers, what makes the modern masters "important" is as often their *attitude* as their thought.

Consider the implication of Chomsky's best-selling record of 90,000 copies. Does this mean that many thousands of readers, the majority of whom are almost certainly students, regard Chomsky's difficult mathematics of generative grammar as central to their interests?

Surely just as important a factor is that many thousands of young people know of Chomsky as an active polemicist on the New Left, a bitter opponent of America's involvement in Vietnam, and a hero of American student protest groups.

To some degree the sales figures must indicate the extent to which the subjects of the books have become cult figures among the young, sometimes (as in the case of Chomsky) regardless of the area of their central professional skill. It should be added, however, that *Chomsky* is described by the publishers as "An Open University set book" (for which students?) and this must help increase the sales.

Is Reich really a modern master, or a fading cult figure? Can Fanon really stand beside Lenin and Gandhi (by Robert Conquest and George Woodcock respectively, published in January 1972) or Camus beside Joyce (by John Gross, January 1971, 23,000 copies)? Professor Kermode might very reasonably answer that he is not concerned with the worth of a particular writer *sub specie aeternitatis*, but with those who, for good or ill, have helped to form the climate of our modern culture.

In that case the word "masters" is being used in a dual sense, to mean both powerful geniuses who represent some aspect of modern thought or sensibility such as Joyce, Yeats (by Denis Donoghue, March 1971, 21,000 copies), Freud (by Richard Wollheim, March 1971, 34,000 copies) and Einstein (by Jeremy Bernstein, April 1973, 16,500 copies) and characters whose ideas and attitudes have evoked a powerfully sympathetic response among the young, such as Marcuse, Reich and R. D. Laing (by Edgar Friedenberg, October 1973, 17,500 copies).

One suspects that the exposition of Einstein which incidentally is one of the longest books in the series, second only to that on Freud, and is a powerful piece of elucidation, is bought largely by those professionally interested in Einstein's physics, just as those on the literary masters are bought by students reading their works in the sixth form or at university.

It is interesting that the study of Laing was published six months after that of Einstein yet has already sold substantially more copies. There is a sense in which Laing is more of a modern master than Einstein, but it is a rather special sense.

The question of date is also involved. The series was first planned in 1968. Joyce and Yeats appeared in 1971, Lawrence (by Frank Kermode himself, 12,500 copies in 1973. *Modern* masters? Well, yes; in the sense that we use the word at Sussex, in our "Modern European Mind Course", they *are* modern masters, heroes of the revolution of sensibility and technique that we associate with modern literature.

But in this sense the modern movement is over, and has been over for some time. Neither Chomsky nor Mailer nor Guevara belong to *this* modern movement. In our Sussex sense, Marx and Freud and Proust and Joyce are modern masters: in some way they lie behind the world of modern thought and culture. They are founding fathers, not contemporary pioneers.

If Professor Kermode wants to include both founding fathers and contemporary pioneers, and to throw in contemporary cult figures for good measure, there is no reason why he should not. Except perhaps this: although the standard of this series is high, and the studies of Joyce, Yeats, Lawrence among others are authoritative and illuminating, there is less reason to produce new books on these writers, about whom whole libraries have been written and on each of whom excellent introductory studies already existed, than on the contemporary pioneers and cult figures.

I myself learned more from the studies of Guevara, Fanon and Reich than from those on older figures. But I must add that I found David Pears's study of Wittgenstein genuinely illuminating, having gone through the *Tractatus* many years ago with only a glimmer of its meaning and I must say too that there is not a book in the series that I have not read, however familiar the subject, that I have not derived some new insights or knowledge from.

Raymond Williams's *Orwell* (March 1971, 30,500 copies) is a sensitive and original—and wholly persuasive—interpretation of a perhaps over-discussed author. Orwell is a rather special case: he does not stand for a movement of thought or sensibility or even for a political theory, for he remained a democratic socialist to the end of his life while his later work was taken by many as an attack on socialism and its potential to achieve human betterment).

He is just himself. He was certainly "important", to use Professor Kermode's word, but more for taking a personal stand than for symbolizing anything.

Kafka (by Ernest Hellor, September 1974, 9,000 copies) is a modern master in the old or Sussex sense, and of course no one could deal with him better than the distinguished Czech German scholar.

But *Weber* (Donald MacRae, May 1974, 11,000). All our history students now know, or think they know, about Weber's view of the relation between the Protestant ethic and Capitalism (in my day we got it from Tawney, but now they go back to Weber), and Professor MacRae's lively little study will set them right about many things.

The temptation, in looking back over the first five years of publication of a highly successful series such as this, is to try to categorize the series as a whole and assess its educational value and significance.

But to one of the most interesting things about the series is the variety of styles, tones, attitudes and stances adopted by the authors. Professor Kermode has exercised his general editorial functions with the lightest of reins. And so we have attacks, defences, explications, evaluations, reconsiderations and plain guidebooks among the series.

I have read through half of the series carefully and skimmed through the others, and my impression is that there isn't a real dud among them. That is a remarkable achievement, and says a great deal both for the general editor and for the individual authors.

We are told that there are many more books in the series in hand and, says Professor Kermode, "we begin to see the series conform to a larger pattern" as "it approaches the condition of an encyclopaedia assembled with all deliberate speed".

If the aim is indeed encyclopaedic, then surely science must be more fully represented. A study of Einstein is not enough to represent the place of new scientific thought in the modern world.

Apart from the just published *Marx and Eliot*, the latest modern master to be written about so far is Le Corbusier (by Stephen Gardiner; 9,000 copies sold since publication last September). Le Corbusier died as recently as 1965, but already he seems old hat.

I suspect that Professor Kermode is thinking, if he has not already thought, that the time is ripe to commission a book on Buckminster Fuller. A unique mixture of engineer, architect, philosopher, orator and "cult" figure, he combines the worlds of technology, art and psychology in such a way that a study of him might illuminate a great deal about what is going on, both ideologically and practically, in the world about us.

The author is a professor in the School of English and American Studies at Sussex University.

BOOKS

Product of the uncertain years

Sociology as Social Criticism
by T. H. Bottomore
Allen & Unwin, £4.25 and £2.10
ISBN 0 04 301068 7 and 301069 5

Sociology as Social Criticism is a collection of Professor Bottomore's occasional essays and papers written largely between 1969 and 1971. It reflects its origin in a number of ways. Taken together, these papers amount to a suggestive review of the broad characteristics of contemporary society and of the position of the sociologist within it, rather than to a demonstrated analysis of either. There is a coherent view of society and sociology in this series of sketches but because the book *is* a series of sketches it never comes through with quite the compelling force it deserves. This will disappoint those of us who, sharing the author's point of view, feel that the case for a humane and responsible sociology committed to the advancement of equality needs now to be made as strongly as possible. Again, these essays consistently reflect the peculiar uncertainty of the years in which they were written as to where both society and sociology were going. Written as the fever of the protest movements of the late 1960s was dying-out and before the more fundamental crises of the mid-1970s had set in, the book expresses a double indeterminacy.

First there is a sense of ambiguity about the nature of industrial society. Do familiar categories of analysis, centred on ideas of capitalism, economically formed classes and class conflict, the labour movement as the principal agent of reform and state socialism as the unhappy denouement of so many actual attempts at reform still apply? Or are we entering a new type of social system marked by the increasing importance of political rather than economic power, by the emergence of scientific and technological elites and the formation of new social classes engaged in the administrative manipulation of individual life or in resistance to such manipulation so that the central lines of conflict become a matter of asserting the values of private life and individuality in the face of increasingly rational, increasingly inhuman systems of control? How far if at all have we moved on the road to "post-industrialism"?

Secondly there is an equal ambiguity about the nature and purposes of sociology. Alain Touraine, whose ideas are a constant point of reference in this book, has argued that sociology now finds itself torn between two possible commitments. There is a sociology of decision, oriented to the solution of administratively given problems and, implicitly or explicitly, to the maintenance of existing systems of domination. And there is a sociology of opposition, impelled by the ethos of science to unmask all systems of domination including the idea of administratively given problems and the whole process of administration. The development of sociology within state-sponsored institutions forces a confrontation between these two types of sociology, creating a situation in which they must struggle with one another for explanations of the world. But where does that leave the individual sociologist? Bottomore for one embraces the role of the sociologist of opposition and this book seeks to make clear just what that role involves.

So far as the general context of the struggle is concerned we are offered no easy answers. The indeterminacy of modern industrial society is a genuine historical condition and the author does not shrink from recognizing it as such. Many of the striking phenomena of this type of society today resist interpretation in traditional Marxist or radical terms just as they wholly elude the grasp of the conservative sociology, the sociology of decision, of the 1950s—Bottomore writes particularly decisively about the inadequacies of the latter. Thus, technocratic elites and student-based movements of protest have both come into view as apparently significant features of contemporary industrialism. But just what is their significance? Are they the decisive new agencies of power and conflict, as Touraine believes? Or are we simply observing new, but in the the end secondary, complications of social systems still best understood in broadly traditional terms? How one answers such questions depends largely on what one makes of the situation and potentiality of the working class. Bottomore is disposed to emphasize the continuity of industrial society and the essays "In Search of a Proletariat" and "Class and Politics in Western Europe" are thus the core of this aspect of his book.

The honest answer, and the one to which he comes is that at present we really do not know. The proletariat is still there, albeit diminished and with an uncertain radical momentum. New middle class and elite groups have come into being and their presence cuts across older structures. But their political capacities either for domination or for opposition are as yet unknown. He is surely right to conclude that the new protest movements, especially the student movement, are unable on their own to develop "a general rejection of the existing form of society and an attempt to create a new social order", just as the new technological and administrative elites are unlikely in themselves to dislodge the older structures of power based on ownership and party politics. The best empirical account that can be given of the present state of society must, then, be an account of a world of possibilities, a world in which thought itself is necessarily uncertain.

The great merit of this book is that the author finds this prospect challenging not inhibiting. He sees the task of sociology in such a situation as both clear and urgent. The very incoherence of social thought, especially of critical thought, gives the sociologist his work. For the sociologist the challenge is to rethink a critical understanding of society. Negatively this is a matter of revealing the "injustices, limitations and conflicts" of the existing order. Positively it is a matter, to borrow words from Marx which he himself uses, of developing "new principles for the world out of its existing principles" of renewing "the self-knowledge of the age about its struggles and aims". Taken together the work of sociology thus becomes more than a mere struggle to explain the facts. It is also a struggle to make explanations available; to diffuse knowledge in a public language instead of hoarding it within a terminology of experts. To the extent that it can do this, combining clarity of analysis with the mastery of facts and with an open language, sociology will begin to feed into the indeterminate social reality of modern society just that sense of connexion and understanding on which a renewal of serious social criticism and the construction of realistic radical alternatives depend.

This is so much my own sense of what sociology is for that I am reluctant to express one or two necessary doubts. For Bottomore sociological thought has "an inherently radical orientation", partly because the integrity of science requires the unmasking of all social artifacts (of which legitimated inequality is the most striking), and partly because the human responsibility of the sociologist is to speak about society *to* society and not to any sort of closed circle. For him, therefore, the struggle for explanations of the facts, for a radical comprehension of society and for the communication of sociology in an open, public language, look together in a quite natural way. But the sociologists of decision, represented in this book by S. M. Lipset and Daniel Bell, also have a defensible point of view, even if one feels that what they are defending is not best described as democracy. The uncertainty of the social order in which we live gives them a plausible argument, too. And to show that their position is conservative is not enough to establish that it is also scientifically invalid. The struggle is harder than that.

More importantly, that growing school of sociologists who have concluded that a central issue for sociologists is one of self-awareness are not just running away from the battle. Bottomore dismisses as mere narcissism the whole style of sociology which Alvin Gouldner has called "reflexive"—the attempt to remain alert to the personal implications of one's own sociological work. There are suggestions that he would have equally little time for that larger school of interpretive sociology which also finds its main concerns at the level of individual meanings. For Bottomore the important field of action is self-evidently an external one and to make an issue of the difficulty one has in being both a sociologist and a person is to run away self-indulgently from that field of action. Yet reflexive sociology is not just a matter of "the sociologist contemplating his navel". The issue of personal integrity as a sociologist is in fact where one starts. It is a real issue just because the larger battle between decision and opposition *has* been joined. Sociologists who have ventured into that battleground, whether in the skirmishes of, say, the Community Development Projects in this country, or in the much more serious engagements of the sort of urban sociology that is developing in France, must be prefectly well aware that the problem of how one does one's work as a sociologist at the midpoint where decision and opposition actively struggle to explain the facts is an urgent one and that at least a momentary retreat to some measure of self-awareness is an essential part of the struggle not an evasion of it; a detour not a retreat. Bottomore's readiness to dismiss this third theme of contemporary sociology could suggest a too easy understanding of just how the struggle is structured and experienced.

Phillip Abrams

Stimulant for theorists

Selected Readings in Macroeconomics and Capital Theory from Econometrica
edited by D. Cass and L. W. McKenzie
University of Chicago Press, £11.50
ISBN 0 262 03051 9

In this companion volume to the previously published readings on econometrics and economic theory from *Econometrica*, 27 well-known papers in the areas of macroeconomic theory and capital theory, which originally appeared between 1935 and 1966 are reprinted. The emphasis is perhaps more on macroeconomics than on capital theory—Kaldor's famous 1937 paper on capital theory controversies is not included, unfortunately—but, as the editors note in their very short preface, macroeconomics is interpreted broadly to include papers by Marschak, on money and the theory of assets; Muth, on rational expectations, and Phelps, on personal capital accumulation under conditions of risk, on the grounds that these papers have significantly influenced macro theory.

The papers are printed in their original order of publication but not always in their original form. Thus Modigliani's paper on liquidity preference and the theory of interest and money has a 1960 postscript concerned with certain errors, pointed out by Patinkin, in the original paper; Domar's paper on growth and employment is a revised version; Malinvaud's 1953 essay on capital accumulation and efficient allocation of resources has had the original errors in the proof of his first theorem corrected and Muth's paper carries an errata notice.

The volume provides a useful collection of important pieces of work covering a number of different areas of theory. Business cycle theory is considered by Kalecki, Slutzky, Smithies, Goodwin and Lovell, monetary theory by Hicks, Marschak, Modigliani, Robinson and Tobin, and problems of aggregation by Klein and Nataf. The "positive" theory of growth in "linear economies" is well-represented by the work of Solow and Samuelson, Kemeny, Morgenstern and Thompson on the generalization of the von Neumann model and Solow, the only author to appear twice in this collection, on competitive valuation in dynamic input-output systems: "optimal" growth theory is considered in the essays by McKenzie, Nikaidô and Cass.

This fairly expensive volume is unattractively produced. The typeface and the margins are not constant throughout the book, the inking is very much heavier on some pages than on others and the lettering on the figures for Goodwin's essay is almost illegible. These production flaws notwithstanding, the book usefully brings together many valuable papers and will be found stimulating by many economic theorists.

Ian Steedman

International organization

The first series of 10 monographs have now been published by the Institute for the Study of International Organization (ISIO) at the University of Sussex. ISIO was established in 1969 to increase knowledge of, and stimulate interest in, the problems and work of international organizations. The ISIO Monograph series aims to circulate papers on a wide variety of international organization subjects. The views expressed in each monograph reflect those of the author, not the organization.

Subjects covered in the first series include staffing the UN headquarters secretariat, Chinese representation in the general assembly and security council of the UN, CENTO, an international approach to marine pollution and European defence industries. The two latest publications, which complete the first series are entitled *Regional Conflicts and the International System: A Case Study of Bangladesh* by Nicole Ball, and *The United States Binary Nerve Gas Programme: National and International Implications* by Julian Perry Robinson. They are priced at £1.50 or $4.00 each.

A learned press

The first of two, or possibly three volumes covering in detail the history of Oxford University Press has now been published. Entitled *A History of the Oxford University Press* by Harry Carter, at £15.00, it covers the period from the beginning of the university's publishing until 1780. There is a brief account of publishing at Oxford before 1690, the date when the university's Delegates of the Press took over a printing office. The section on 1690-1780 covers in much more detail the development and production of a learned press managed by the delegates. An appendix lists the titles of all the books printed at the university press from 1690-1780.

The author is the archivist of the university press.

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THEORY and SOCIETY, now in its second volume, is of interest to all those concerned with the philosophical, intellectual and theoretical foundations of the social sciences and sociological inquiry.

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Edited by STANLEY DIAMOND, New School for Social Research, New York

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BOOKS

Word movements

A Word Geography of England
by Harold Orton and Nathalia Wright
Academic Press Inc, £9.80
ISBN 0 12 785608 0

We are all aware of regional and social differences in British speech. Differences in accent are most obvious: the range of vowel sounds and the pronunciation of certain consonants and diphthongs give immediate clues to the origins of individuals and their language. We are usually less aware that words as well as accents differ. The extent of some of the differences, and an indication of the changes taking place in word distribution are described in *A Word Geography of England*, published only a few weeks before the recent death of its senior author, Harold Orton, emeritus professor of English language and medieval English literature at Leeds University. The 51 word maps are based on data collected in the *Survey of English Dialects* initiated by Orton and the late Eugen Dieth of Zurich in 1950 and carried out during the following 11 years. The wealth of material collected in the survey was clear from the 4 volumes published between 1962 and 1971, and appreciation of the geographical variation is now clearer in this publication.

The strengths of the present volume and its limitations derive from the survey, the ultimate aim of which was the compilation of a comprehensive atlas of dialect English as spoken by the older rural population. Based on the premise that agricultural communities best preserve the most conservative kind of vernacular speech, the survey deliberately sought out those areas where there had been least change over the past century or more, and informants who reflected the relative stability of their areas. A questionnaire was used covering a wide variety of themes. Questions were carefully phrased to avoid suggesting standard English usages to respondents, and care was taken to obtain information in as "natural" and uninhibited form as possible. Orton, and others, have commented on the very different ways in which the speech of a single individual varies, for example, on the telephone, or in different social situations. Indeed, it is true to say that most dialect speakers are bi-lingual (or even multi-lingual). There can be one language in the home, one at work, and a third when speaking to strangers. The language of the survey and of the *Word Geography* is thus rural and essentially agricultural. It would be interesting to see how the language of other conservative and similarly isolated groups, such as miners, quarrymen and fishermen differ from the broad rural regional patterns illustrated here.

The maps show some of the variations in a selection of keywords or notions examined in the survey questionnaire. The notions mapped were selected for a variety of reasons including the intrinsic interest of the notion to philologists: for example, *axle* and *gorse* were both expressed by different words in pre-Conquest times, and each currently shows marked regional differences in the words used. Other notions were selected because of their familiarity to everyone, and the clues they give to the changes that have taken place in relatively recent times to the distribution of words in common use.

As the first map shows *blackberries* is firmly established in the south as the name of the berries that grow on hedgerow bushes and are picked in the autumn. However, Lincolnshire and the north excluding Lancashire, favour *brambles*. *Cow-house*, a compound recorded in literature rather late, and widespread today in the midlands and north-east, seems to have overwhelmed earlier native words, but is in turn being replaced by *cow-shed*, a compound recorded for the first time in an Act of Parliament in 1886. Presently, *cow-shed* is presumably being spread by government literature and officials, a recent process analogous to the spread of Anglo-Norman loanwords concerned with government, church and law in the centuries immediately after the Conquest!

The introduction by Orton is a brief description of the English Dialect Survey, the basis on which the maps are compiled and a masterly summary of selected aspects of the word distributions shown in the maps which were originally drafted by Nathalia Wright. In many ways the maps are a great disappointment. They have virtually no positive visual impact. The distributions are separated by isoglosses, boundary lines between one feature and another, or indicated by individual symbols. In essence the maps are a spatial card index. For the specialist they provide a rich source of raw material, for the general reader they often portray a bewildering array of information the regional implications of which are far from clear. In the introduction it would have been especially useful to have had some smaller, even broadly generalized, maps, based on the later more detailed maps, to support the arguments in the text. Indeed, some such maps have already been produced, attesting the value of *Word Geography* as a source for discussions on regional variations in English speech. Perhaps no greater tribute could be paid to the late Professor Orton than this. The *Word Geography*, like the English Dialect Survey, will remain a basic source for generations of scholars interested in the language of the English-speaking peoples.

Bruce Prondfoot

The low countries

Benelux: An Economic Geography of Belgium, the Netherlands and Luxembourg
by R. C. Riley and G. J. Ashworth
Chatto & Windus, £5.00 and £2.50
ISBN 0 7011 2006 1 and 2078 9

It is debatable whether the geographical entity "Benelux" exists, other than as a concept. The authors have tried to present a systematic approach to the geography of Belgium, Luxembourg and the Netherlands covering the physical and historical background, social geography and the structure of the economy, with a main section on the economic aspects of Benelux. The final portion is devoted to regional development and conclusions. Each chapter ends with suggestions for further reading and there is a subject and place-name index. Although the book is dated 1975 it contains only "speculative" mention of events for 1973 and 1974 and most of the statistical data appear to relate to years and periods culminating in 1969 or 1970 but bibliographic references continue to 1973. The volume is illustrated with adequate tables, maps and diagrams.

As an addition to the available literature on the Benelux group of countries there seems little doubt that this book will be useful and may even become a class text, especially where the traditional form of regional teaching is still followed. Unfortunately, there are a few minor errors and omissions; for example, coal production has not yet been entirely phased out in the Netherlands, no mention is made of the rail link to Brussels airport and it is now considered most unlikely that the Dutch population will reach 20 million by the year 2000. It is clearly difficult to compare these great countries when areas and statistics vary so widely but attempts have been made to produce overall maps for the whole grouping wherever possible. Nevertheless, notes on sources of information (presumably government agencies?) for tables and diagrams would have been welcome, but at least dates are given for the majority of the various tables.

This could have been a better book given firmer editing and even greater co-operation between all concerned. No indication is given of the readership at which it is directed, i.e. general, specialist geographer or economist, but geographers are less interested today in the complete description type of book of which this is an example and are more concerned with the questions posed by such descriptions.

G. R. P. Lawrence

Seeing ways

The Experience of Landscape
by Jay Appleton
Wiley, £8.95
ISBN 0 471 03256 5

Jay Appleton's novel and fascinating contribution to the appreciation of landscape is inspired by two basic notions. The first is that beauty resides neither in the object nor in the eye of the beholder, but that it arises from an observer's *experience* of environment. Since classical times poets and painters have known that the same person may experience the same landscape in different ways. In George Crabbe's *Lover's Journey*, the concept is dramatically illustrated in two contrasting views of the Suffolk Sandlings. On the outward journey the lover, Orlando, anticipating the pleasures that await him, rejoices that the gorse in golden blossom, "delights each sense, is beauty, is perfume". Learning on arrival, that his Laura has left home, he returns, dejected, by the road he came, denouncing the landscape as "a vile prospect". Crabbe's comment that "the outward eyes present the object, but the mind descries", aptly summarizes the primary theme of this book.

The secondary theme is that men and women, when they are alert and responsive, scan their surroundings for signs of danger and only feel at ease when they are monarchs of all they survey. Konrad Lorenz describes how we pause on emerging from a wood: "we reconnoitre, seeking before we leave our cover, to gain from it the advantage it can offer alike to hunter and hunted—namely, to see without being seen". Upon this elementary notion Appleton constructs his prospect-refuge theory, stating that the most consistently satisfying situations are those which command extensive prospects and at the same time afford a sense of security. The refuge is not simply a hiding place, but a private precinct. Its possessor "gains all points", in Alexander Pope's opinion, who "surprises, varies and conceals the bounds". What is private needs no physical enclosure. Indeed, Horace Walpole claimed that the genius of William Kent as a landscape designer was that he "leaped the fence and saw that all nature was a garden".

The elegantly expressed sentiments of eighteenth-century aestheses should not beguile us into dismissing the as a remote and antiquated theory. The appraisal of landscapes in terms of prospects and refuges plays a vital part in games of hide-and-seek, in the crafts of hunting and stalking, in scouting and trekking, in skiing and canoeing, and in many other outdoor activities. Among the highest achievements in landscape painting, in poetic evocations of a sense of place and in the finest topographic writing is the striking of a balance between the symbolism of prospect and refuge. In landscape design, prospect towers, avenues, arbours and grottoes have their modern counterparts in tower blocks, motorways, shopping malls and in a variety of subterranean eating and drinking places.

My only complaint about the book is that it fails to push the argument to the point where the limits of the theory can be clearly seen. The author is too often diverted from his central purpose by curiosity about the way lovebirds build their nests, by desultory thoughts on differences in outlook between British, French and American geographers and by a preoccupation with the essential details of physics, classical mythology and other such topics. These extraneous accounts obscure the logic of the essay. I am left wondering how far prospect-refuge theory is universally true, or whether it is only valid under the special conditions of modern western culture. And I also want to know where and when the search for prospect and refuge takes precedence over the search for fitness, for variety, for wildness, for antiquity—all of which play some part in the many-sided experience of landscape. Anyone who reads this book will pause to explore his environment afresh. He cannot fail to discover for himself a new range of landscape experiences and he will almost certainly start asking, as I did, some new questions about familiar experiences.

Hugh Prince

Unearthly speculations



Scenes of devastation after the San Francisco earthquake of 1906. The picture shows what once was the main shopping centre with Telegraph Hill in the background. © Radio Times Hulton Picture Library.

The Jupiter Effect
by J. R. Gribbin and S. H. Plagemann
Macmillan £3.95
ISBN 333 174186

This is about a speculative idea that earthquakes can be triggered by extra-terrestrial influences. Apparently, the gravitational attractions of the planets affect sunspot activity which is increased when they are in conjunction and all pulling together. Sunspot activity, the authors believe, may indirectly influence the speed of the earth's daily rotation and this in turn, if altered sharply enough, could give rise to small stresses within the earth. These could be just sufficient to tip the balance where internally derived stresses are building up locally but have not yet quite exceeded the yield strength of the ground. That little extra stress could then be enough to trigger an earthquake.

The planets are all set up to be in conjunction in 1982 and meanwhile down here on earth, California is steadily creeping away on either side of the well known San Andreas fault. Since Los Angeles has not suffered from an earthquake since 1857 (neglecting such minor events as the San Fernando earthquake of magnitude 6.4 in 1971) whereas San Francisco was devastated by one in 1906, Gribbin and Plagemann reckon things will again come unstuck in LA, given that extra little push from the planets in 1982.

This tenuous line of argument, with various minor diversions, is put together in the guise of a book that is apparently aimed to educate the layman into an awareness of the hazards of living with earthquakes. It is not a balanced account of modern research into methods of predicting earthquakes but is in any way authoritative—or even correct—in warning about earthquake hazards. It is no more than some speculations to which may be totally irrelevant to these subjects.

For a start, there is no reason to suppose that earthquakes need an extraneous trigger mechanism at all. But even if there is one related to the sunspot cycle, the authors fail to show any direct correlation between world seismicity and sunspot activity. Indeed it is not clear from their arguments whether it is this that they are claiming, or whether instead the link is between solar flares and just the largest earthquakes. If it is something affecting the whole earth, then it should surely relate to strains building up all around the world's earthquake zones; yet their prediction is solely related to the San Andreas fault. As predictions go, it has little practical value since California are well aware of the likelihood of further movements along the fracture system associated with the San Andreas fault, except that it could dangerously lull some of them into falsely believing they are secure until 1982.

It is difficult to recommend this book to anyone except, perhaps, final year earth science students who could use it as an exercise in spotting the various examples of factual errors, inconsistency and false logic that appear throughout. Fortunately, the price will put most people off buying it.

Those seriously interested in forecasting earthquakes should read the analysis of past earthquakes in central California by Wood and Allan (*Nature* v 244, 1973) who have predicted the next major event will occur before 1978 about 15km northwest of Hollister. They should also consult the exhaustive, worldwide analysis made by Kelleher, Sykes and Oliver (*Journal of Geophysical Resources*, v 78, 1973). Mounting evidence (Scholz, Sykes and Aggarwal, *Science*, v 181, 1973) of precursory phenomena occurring some months in advance of an earthquake may in future be used to predict the time and place of its occurrence to within a matter of weeks and to within an area of a few tens of kilometres.

But this approach is still very much in the research stage. Prediction is in any case of relatively minor importance in reducing the destructive effects of earthquakes. In terms of human misery, it is not California but those underdeveloped countries situated around the world's earthquake zones that are at greatest risk. It is not even the strongest earthquakes which cause the greatest suffering, as a comparison between the 1971 San Fernando earthquake and the 1972 Managua earthquake (of magnitude 5.7) soon shows. A moving account of the human impact of this latter catastrophe has been given by Kates and his colleagues (*Science*, v 182, 1973) that should be a lesson to us all. The heart of the problem was voiced years ago by Richter when he explained how "90 per cent of the loss of life occasioned by earthquakes, and considerably more than half the property loss, result from the failure of works of construction so weak that they should never have been permitted to be erected."

Derek Blundell

BOOKS

Putting the sociologist to bed

Sexual Stigma: An Interactionist Account
by Kenneth Plummer
Routledge and Kegan Paul, £5.95
ISBN 0 7100 8060 3

We might grudgingly allow the social scientist into our favourite discotheque, tolerate his presence on the terraces at Elland Road, or admit his right to take a professional interest in the goings-on at our local pub. But his appearance at the bedroom door is likely to be less welcome.

For a start it is difficult not to feel that we know as much as any sociologist about sex. There may be techniques we have not learnt, apparatus we have not employed, but when it comes to the subtleties of sexual life, the matching of moods, the alignment of sensitivities, the production of compatibilities, we are our own experts. Sex remains for us one of the natural areas of life, a domain to which we retreat when we are most anxious to absent ourselves from the mundane regularities of everyday life. It is where we place a premium upon individual expression, upon spontaneity and integrity.

And if we know anything about previous research in the area, we are likely to find reinforcement for such attitudes. So much sex research seems far removed from the complexities of our own experience; it is replete with quantitative studies—who does what, to whom and how many times; studded with references to the zoological aspects of the behaviour—sex drives, physiological indices and hormone levels; or else it persistently operates at a high theoretical level, discussing the relevance of sexuality to neuroticism, alienation and the prospects for capitalism. Whereas our own experience continually produces ambiguities, hesitations and surprises, such research finds only absolutes, hard quantifiable categories, raw biological determinants, pure abstract concepts.

But in the face of our natural sophistication about the subject, the legacy of scepticism created by previous work, and the lack of any sociological tradition in the subject, Kenneth Plummer sets out to succeed in persuading us that there can be a sociology of normal and deviant sexual behaviour. It is a considerable triumph.

He marches straight into the heartland of our prejudices by attacking the notion of sex as natural. This does not just involve a routine description of different practices, the standard anthropological evidence about tolerance of homosexuality or masturbation in different cultures, but rather an assault upon the idea of sex as a genetically preconstituted aspect of life. Following Gagnon and Simon (perhaps the only other contemporary writers who deserve to be described as theoretical sociologists of sex), he argues that the sexual area may be precisely the realm of human behaviour where the biological capacities are most in the grip of sociocultural influences.

That which is sexual is not given, it is socially constituted. The ways in which we have come to regard certain anatomical arrangements, certain words, certain feelings as sexual is a product of learning; for the young child nothing is intrinsically sexual—not even the orgasm or the pleasurable feelings associated with it.

And if Plummer will not allow the concept of sexuality itself to pass without examination, then it is appropriate that he is equally sceptical about those who deal in absolutist categories derived from such unanalysed assumptions. Gender is shown to be as culturally problematic as sexuality; homosexuality and heterosexuality to require analysis not in terms of inherent personality attributes but with reference to the manner in which individuals become sensitized to one or other style of behaviour, the processes by which attitudes to either are reinforced, meanings generated and involvement in eventually asserted. In sketches "in passage of an individual from a situation of random differentiation through to stabilized sex behaviour", whether this is normal or deviant in terms of societal values.

The strength of the argument derives from Plummer's choice of an interactionist perspective. Not that there is anything inevitable about the benefits which accrue from the adoption of this theoretical stance; interactionism often lends itself to the type of crude tautological analysis in which we are told little more than that men become what they are because they have been so labelled by others. Plummer is alert to the banality of this form of nominalism. He roundly condemns those who have given interactionism a bad name by the simple device of attacking (or perpetuating) ideas that were never held by its leading theorists. As he emphasizes, the relationship between behaviour and self-conception was never seen by such writers as solely the result of the activities of a group of labellers; identity was in many cases self-constructed, it depended upon self-definition of one's behaviour. Neither will he allow that interactionism is necessarily ahistorical or that it ignores the problem of power (two other criticisms routinely trotted out by critics). In these pages he only suggests the ways in which these elements might be supplied in a study of sexual behaviour, but there is enough substance in his remarks to make us look forward to later volumes.

In the first part Plummer deals with the relevance of interactionism to the sociology of sexuality and in particular to sexual deviation. The last quarter is reserved for a specific study of homosexuality from this perspective. At all times the questions are about the *meanings* of the behaviour, how they are built up, how they persist, how they are transformed; the *reaction*, who is reacting, self, control agents, media, and what consequences have such reactions for behaviour; the *processes*, how it occurs in actual encounters, whether these are momentary or spread across a life-time.

There is not much material to help Plummer in all these endeavours, but as far as I can tell every possible source has been plundered. (It could even be argued that Plummer is too conscientious; some of the work to which he dutifully refers falls so far below his own in sophistication as to deserve silence.) The only serious omission is the literary dimension. At times it seems almost perverse to ignore the subtle ways in which novelists and playwrights have explored the very matters to which Plummer attends.

From now on any serious student of sexual behaviour will have to refer to Plummer's work. It represents the most comprehensive summary of previous sociological work in the area, it does much to reestablish interactionism as a viable approach to the study of deviant behaviour, and also provides any number of insights which may be capitalized upon by later researchers.

Throughout it is modestly and engagingly written, thoroughly humanitarian, and always cautious about making easy links between sexuality and politics, or providing glib panaceas for the construction of sexual utopias. The author has done much to make the sociologist a *persona grata* in the bedroom.

Laurie Taylor

Remembering not to forget

Attributes of Memory
by Peter Herriot
Methuen, £3.25 and £1.40
ISBN 0 416 78870 X and 70330 5

Many psychologists have taken to heart Oscar Wilde's dictum that "To be intelligible is to be found out", and have opted not to be found out. Dr Herriot has opted to be intelligible with the result that the reader can have some understanding of current ideas in the field of memory.

Despite a vast explosion of work in the field of memory in the past 15-20 years, it is an undeniable fact that, so far as books are concerned, undergraduates interested in the psychology of memory at more than a superficial level have been left out in the cold. At best two or three books of varying quality have been written with the non-specialist in mind. The great majority of memory books have been written by the specialist for the specialist and consequently suffer as vehicles for communicating knowledge to the less initiated. Dr Herriot in his book has the undergraduate as well as the specialist very much in mind, not by transforming issues into dreadful oversimplification, but by writing in a clear and well integrated style, and by setting out in a simple manner at the beginning of his book explanations of such "in" terms as semantic and episodic memory, control processes, retrieval and storage, and coding; terms which are subsequently used in the later analysis of the memory process.

The analysis of the memory process which Dr Herriot puts forward involves an attack on the [illegible] view that individuals memorize items, that is discreet parcels of information, unrelated except by the dimension under experimental consideration. Each word, eg "dog", has a multiplicity of attributes: it is a short word, it is noisy, smelly, of a growing number of psychologists, is that we should be paying attention, not to possible structural limitations in memory, which is the prevalent current trend, but to the way in which the active subject codes this multiplicity of dimensions of the material he has to deal with, and the way in which such coding relates to retention.

To take such a position is, of course, to concentrate on the interaction of incoming information with the existing long term memory and to argue that current fashions, such as the distinction between short and long term memory, upon which so much effort has been expended by those wishing to make such a distinction, is not only untenable but sterile. What Dr Herriot offers is a framework from which useful questions of memory processes can be generated.

It must be said, however, that his analysis has its limitations and merely to state, as he does, that his book has limitations does not overcome them. In particular the analysis of the nature of the forgetting process is inadequate for a book of this kind. It is surely, in a sense, the attribute of memory and a resolution of what causes forgetting is at the heart of an analysis of many memory processes including the nature and effectiveness of coding. There are other limitations too in the nature, extent and depth of the material covered, but these failings can be easily overlooked. It is certainly a book to be recommended for undergraduates, and at £1.40 for the paperback edition there is even a chance that they will buy it!

M. M. Gruneberg

Prophets of joy and sorrow

The Black Rainbow: Essays on the present breakdown of culture
edited by Peter Abbs
Heinemann, £3.80
ISBN 0 435 18025 8

Poetry and the Common Life
by M. L. Rosenthal
Oxford University Press, £2.45
ISBN 0 19 501838 9

It is a curious chance that brings these two books out almost together. *The Black Rainbow* (much influenced, it seems clear enough, by the views of Dr Leavis), is a series of essays arguing the neamess of our present society and culture to nihilism and breakdown. One begins to resist (at least, I do) the gloomy sameness of these pieces; and sometimes they seem a little laboured. David Holbrook, for example, insists at length on the unbroken, destructive *fortissimo* of Ted Hughes' *Crow*. As far as it goes, the point is fully worth making. But the signs that that poem was written under some acute personal strain have always been clear enough, and it is clear enough also that the writer was trying, even if only intermittently, to organize and control his sense of horror—half possession by it, half vision of it. It might have been a kinder thing, one feels, to let *Crow* go.

In the context of the whole book, though, Holbrook's piece looks better. Ian Robinson on the trashy "new poetry", A. C. Capey on educationist jargon, John McCabe on sensationalism and vacuity in contemporary music, Charles Parker on pop song, Fred Inglis on the vandalism of architectural "developers", and much else, end up as a genuine challenge. True, there is a self-conscious Jeremiah tone, but the reader who rejects that has to ask how the writers could have avoided it. Simply, it is true that major civilizations in the past (with, admittedly, their faults and evils), have ended in decay, trash and nothingness. It can happen here. It is easy to find bright areas in life today, areas that *The Black Rainbow* writers ignore. But we stress that at our peril. In any decaying civilization there is a very great deal to erode. One must resist those resistances. This is an important book, immensely more alarming than alarmist.

Poetry and the Common Life offers reassurance, I think, and at a deep level: though quite unintentionally. We react to this book by amazement that such a work should come, at the present time, from a university professor of English. But Mr Rosenthal is also a poet of great fineness, delicacy and humanity, and the explanation lies there. For him, a good poem is a reaffirmation of the goodness and worthwhileness of life in the very simplest and most straightforward way. His short book moves through several dozen poems that he sees like this, and he says why each time. There is no jargon, no "criticism"—only beautiful plainness and modesty. Most of what is said seems at first to be too simple and obvious to be worth saying at all. Then, with a humiliating jolt, the reader remembers that once he just knew it all, was to begin with—how poetry was for him, before the educationists commandeered it. He will begin to notice that Mr Rosenthal is often exceedingly perceptive as well. He looks like one whose consciousness, bedrock, unassumingly wholly genuine, delicately powerful, is of the kind that can restore a measure of life to an aging or a dying culture. This modest little book is a truer work than anything I have read for a long time.

John Holloway

People's History

Village Life and Labour, edited by Raphael Samuel, is about the unofficial history of the nineteenth-century village, and uses oral history to interpret the manuscripts and printed records of the past. The central focus is on the cottage economy and the relationship of sex and family roles to field labour and the seasonal cycle of work. Dennis Potter writes in the *Guardian*: 'It is a marvellous book, unexpectedly moving, zestful and yet plangent in its sweep and feeling, as clear to the mind as the rasp that once sharpened the fagging hook . . . I urge you to get hold of this achingly lucid book, if only to temper the cynicism and weary cant that is the late harvest of our own thermoplastic capitalism.'

There is a widespread belief that the politics of Eastern Europe in the crucial period between the two World Wars are complicated and difficult to follow. In The Little Dictators Antony Polonsky presents a fluent and lucid account of the political history of six countries—Poland, Hungary, Austria, Rumania, Yugoslavia, Czechoslovakia—from the collapse of the three Eastern monarchies of Russia, Germany and Austria-Hungary to the Second World War.

Soldiers and Students, by Rob Kroes, adopts an original approach to the confrontation of deprived and possessing parties in a study of right- and left-wing radicals.

Village Life and Labour
EDITED BY RAPHAEL SAMUEL
Contributors: Raphael Samuel, Jennie Kitteringham, David Margerison
History Workshop Series £6.95, paper £3.50
Detailed prospectus available on request

The Little Dictators
ANTONY POLONSKY
£5.25

Soldiers and Students*
ROB KROES
International Library of Sociology £5.25, paper £3.25

*Inspection copies available on request from Broadway House, Reading Road, Henley-on-Thames, Oxon RG9 1EN

ROUTLEDGE

BOOKS

Language lessons for literate learners

Error Analysis
edited by Jack Richards
Longman, £2.25
ISBN 0 582 55044 0

Second-language learning and teaching
by D. A. Wilkins
Edward Arnold, £2.25 and 95p
ISBN 0 7131 5758 5 and 5759 3

Problems of second language learning and teaching and how to help language teachers gain a deeper insight into ways of solving them, are the subject of these two books. *Error Analysis* represents a trend on the theoretical side to attempt to explain how second languages are learnt in the light of information about first language acquisition. *Second-language learning and teaching* represents a trend on the practical side to be less dogmatic and more eclectic in terms of language theories when assessing classroom methods. This second approach is far more useful and far more helpful to the language teacher.

Jack Richards has brought together in *Error Analysis* a collection of articles on the study of learner errors in second language learning. All but two of the articles have been published before, quite recently, and all but one (one of the articles by Boar Ravem, first published as an occasional paper by the Language Centre, University of Essex) in easily accessible journals. The question arises, therefore, as to whether a collection of this kind was worthwhile. Several of the articles included are interesting and valuable in themselves but as a collection they do not seem to lead anywhere nor to offer important differences in approach; some are dogmatic, others less so, and all seem to use different terminology to refer to the same things. There is little editorial comment to link the articles or give them a context.

Of the articles published for the first time in this volume "The Study of Learner English" by Richards and Sampson provides a good background to the variety of factors influencing second language learning and the errors that learners make. It puts forward a good case for the study of errors. The other new articles in the collection: "You Can't Learn without Goofing" by Dulay and Burt is anything but convincing. The authors seem determined to prove that second language learning processes are no different from native language acquisition and will not be confused by evidence to the contrary. When a pupil or student learns a second language, of course he will apply his human powers of abstraction and generalization of language data to the new language, and of course in doing so he will make errors similar to those made by learners of that language as a first language. If he did not do this he would be learning as a parrot instead of a human being. It seems equally obvious, however, that the major difference between second language learning and native language acquisition is that second language learning is not part of a general maturation process and anyone learning a second language already has a well established form of linguistic behaviour. Every teacher knows that the native language can and does interfere with second language learning.

All this seems self-evident, yet Dulay and Burt seem determined to show by roundabout arguments that those errors which appear to reflect the structures of the learner's native language are really the results of over-generalization in the second language and nothing whatsoever to do with the native language of the learner: "We hypothesize that the child's organization of L2 does not include transfer from (either positive or negative) or comparison with his native language, but relies on his dealing with L2 syntax as a system". Surely any language teacher could give thousands of examples from all linguistic levels, not just syntax, that would discredit this hypothesis. The factors involved in influencing second language behaviour seem to be many and varied, as exemplified in some of the other articles in this collection, and it is obviously worthwhile to explore and distinguish between errors arising from these different factors as a kind of differential diagnosis to help improve teaching methods, but this desire to find one explanation by hook or by crook for everything seems less than helpful.

It is clearly wrong to judge the book entirely on the basis of one article but according to the description on the cover it is intended to make teachers aware of the contribution of applied linguistics to classroom teaching. Many teachers, I am sure, will find great difficulty in seeing the relevance of much of the content of this book to their practical problems in the classroom. Language teaching will benefit far more from research into practical methods and objectives. Speculation on whether L1-L2 are better in terms of learning processes seems less important.

By comparison with *Error Analysis*, David Wilkins's *Second-language learning and teaching* is a breath of fresh air. The book is aimed at all who have an interest in language teaching and particularly at students in training. The preface sets the tone of the book: "Language teaching is a pragmatic business and we should judge it accordingly. What works is good, what does not work is bad." In a field riddled with preconceived ideas, prejudices about traditional versus modern methods, oral versus written approaches, we have here a brief but undoctrinaire attempt to link theory with practice.

The 85 pages are packed with useful information and advice for the language teacher including a succinct account of the nature of language, a discussion of the problems of language acquisition and language learning, a summary of the environmental factors influencing language learning, and practical advice on methods of language teaching.

Naturally, there are points of detail that anyone could quibble about. More discussion of the aims and objectives of language teaching in schools might have led to a reappraisal of the relative importance of reception and production in second language skills. Are they really of equal importance? It would also have been helpful to have more discussion of *meaning* in language, because language teaching ought to involve the teaching of meaning as well as the teaching of form. Motivation also deserves a little more attention. Since the book is intended for students in training, a select bibliography would surely have been welcomed by many of the readers: the note on further reading at the beginning which lists only three volumes is hardly enough. It is also surprising that the author has not made reference to his other book, *Linguistics in Language Teaching*, which complements many of the points raised in this book. Still, to make these additions would have made the book much longer and rather different from what it is, and as it stands it represents at its paperback price the best value in the field. No student or language teacher should be without it.

F. C. Stork

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Hispanic moral tale

Don Juan Manuel: Libro de los Estados
edited by R. B. Tate and I. R. Macpherson
Clarendon Press: Oxford University Press, £12.00
ISBN 0.19 815713 4

Don Juan Manuel, a nephew of King Alfonso the Wise of Castile, inherited his uncle's desire to develop Castilian prose and was one of the most prolific writers of fourteenth-century Spain, issuing lofty advice while he himself practised political thuggery. His best known work is the *exemplum* collection *El Conde Lucanor*, but his most ambitious is the *Libro de los Estados*, or *Book of the Estates of Man*, previously available only in three indifferent editions, two of them published in the nineteenth century. R. B. Tate and I. R. Macpherson have now supplied medievalists and hispanists with an excellent and painstaking edition of the text, based on the unique manuscript in the Biblioteca Nacional of Madrid.

The *Libro de los Estados* is a descendant of the Greek *Barlaam and Joasaph* story, a christianized version of the Buddha legend. Juan Manuel's book is a didactic fiction in the "instruction of princes" tradition and its basic theme is the salvation of the soul according to the law and one's estate. His story is that the pagan king Morabán appoints for his only son and heir Joas a tutor who is to protect the prince from knowledge of suffering and death. When Joas accidentally encounters a corpse, he insists that he be told of age, death and the soul. The tutor Turín advises the king to appoint a second tutor, Julio, a travelling preacher from Castile who has been the pupil of Don Juan Manuel himself. The rest of the book is dedicated to the instruction of Joas by Julio. Julio begins with an exposition of the Christian faith and persuades Joas and Turín to be converted and baptized. The conversion of the king and of his kingdom follows.

The remainder of the book is divided into two parts, the first an exposition of the secular estates in which the estate and salvation of the emperor is given primary importance, and the second a treatise on the religious estates. According to the editors Don Juan Manuel seems to hold to the Thomist doctrine that human nature had not been entirely corrupted by the Fall, and that man is still capable of choosing conduct which will lead to salvation. The treatise on kingship includes a quantity of practical advice on the emperor's behaviour in war and peace, and treats the other secular estates mainly in their relationship to the monarch. His exposition of the religious estates also betrays the practical consideration of the often difficult relationship between emperor and pope.

Don Juan Manuel's own political career was at that time stormy and fairly ruthless, and the *Libro de los Estados* was written when his fortunes were at a low ebb; he had been regent for King Alfonso XI of Castile between 1319 and 1325, but was removed when the young king assumed full power. The rift between the two degenerated into open warfare after Alfonso XI repudiated his betrothal to Don Juan's daughter Constanza. The *Libro de los estados* was probably written between 1326-27 and 1330, when hostilities with the monarch were at their height and Don Juan was in his mid-40s.

The Tate-Macpherson edition is preceded by an introduction in English which first summarizes the contents of the book, gives the historical background against which it was written, investigates its relation to the Barlaam legend, describes the manuscript and editorial criteria, and concludes with an exhaustive study of the language of the *Libro de los Estados*. Don Juan Manuel's genealogical tables and his personal autograph follow the introduction.

The editorial criteria for emendations of the often faulty manuscript are rigorous and fully noted, and the editors have also supplied end notes to the text giving historical details and relating the *Libro de los Estados* to the remainder of Don Juan Manuel's surviving works and to other works which he might have known. The end notes are followed by a selective bibliography and a glossary of archaic and unusual words and phrases. The edition is handsomely produced and is a valuable contribution to our knowledge of an important fourteenth-century writer and of medieval social theory.

Dorothy Sherman Severin

Pidgin talk

Pidgins and Creoles
by Loreto Todd
Routledge & Kegan Paul, £2.50 and £1.25
ISBN 0 7100 7865 X and 7927 3

There are few useful publications which treat pidgins and creoles as authentic languages and Miss Todd's book is a welcome addition to their number. To many people the words "pidgin" and "creole" are still synonymous with terms such as "bastardized language", "broken English" and with the more pejorative linguistic and social connotations of "vulgar" and "impure". These views were also held by many scholars until recently when creole specialists began to recognize that pidgins and creoles are "normal" languages in every important sense of the term. Todd's book, in common with Hall's *Pidgin and Creole Languages* argues in favour of that point of view. Hall's book, the first full-length treatment of the subject, still remains the most important published work on the topic of pidgins and creoles; Todd's slender book is a very useful discussion of the important aspects of pidgin and creole English.

There are six brief but interesting chapters. The first is an introduction which makes the important point that in some cases the ability to speak pidgin English is a valuable social accomplishment which helps geographical mobility. Todd cites the case of neo-Melanesian pidgin in New Guinea; thus pidgins and creoles are not always stigmatised. The second chapter is a discussion of the derivation of "pidgin" and "creole" and chapter three reviews the literature on the different theories on the origin of pidgins and creoles. One weakness of this review is that it ignores recent ideas on the importance of the sociocultural matrix and the social psychological milieu of the contact societies during pidgin and creole development, but the more linguistic analyses are accurately presented. Todd's own support for a theoretical position which leans towards the recognition of cognitive linguistic universals is similar to ideas previously expressed in the literature on "natural semantax" and pidgin and creole universals but Todd does not mention these possible influences. In chapter four she attempts to show the linguistic development of pidgins and creoles from initial contact through the "nativisation" period into the possible merger with English (since her focus is on creole "Englishes"), but she also mentions the case of Sranan which is a creole English widely spoken in Surinam where the "dominant" language is Dutch. This rapid passage through these linguistic "phases" is essentially superficial but the ideas are pleasantly summarized. Chapter five examines the use of pidgin and creole in literature and in the classroom and chapter six gives the author's conclusions.

A good feature of the book is that Todd is able to illustrate her points by drawing on her knowledge of pidgin and creole English spoken in Cameroon, New Guinea, Hawaii, China and the West Indies. The reader can therefore expect his acquaintance with different kinds of pidgin and creole English to be extended and useful maps and tables help in this.

This raises the question of the audience for this book. A specific statement is not made on this point but the writing is in a style and at a level which makes it accessible to the enlightened general reader who is interested in objective information about the history and structure of pidgin and creole English in various parts of the world. This feature is especially welcome since most of the published work is in scholarly journals for the linguistic specialist. The comparatively lengthy discussion of the literary and pedagogical possibilities of pidgin and creole English leads one to suspect that it is also meant for British teachers of children who natively speak pidgin and creole English. And the book is also a useful introductory text for a university course in pidgins and creoles.

Walter F. Edwards

BOOKS

Multifarious

Lost Illusions: Paul Léautaud and his World
by James Harding
Allen and Unwin, £5.50
ISBN 0 04 928031 7

The output of Paul Léautaud (1872-1956) is large by any standards. He is probably most readily remembered for the 19 volumes of his *Journal littéraire*, an extraordinary diary written on whatever paper was to hand over the 63 years from 1893 until his death, and for the three-volume anthology *Poètes d'aujourd'hui*, produced in collaboration with Van Bever in 1900, 1908 and 1929. To this, add two volumes of a *Journal Privé*, theatre criticism, a slim volume of verse, a bestiary, volumes of correspondence, plus a novel, and a more comprehensive view begins to emerge of the achievement of this bizarre character—a solitary, often graceless in social relationships. When one takes into account also the 43 brilliant radio interviews conducted by Robert Mallet in the winter of 1950-51, and then the *Le Point* issue devoted to Léautaud, the 1962 retrospective exhibition in Paris and the delightful miscellany of photographs and texts published by the *Mercure de France* in 1969, it is clear that for a writer who declared "*Je n'aurai guère écrit que sur moi*", biographical material is not lacking.

Dr Harding's *Lost Illusions* (an implicit comparison with Balzac?) becomes compulsive reading: not only does it unfold to English readers a life-story at times stranger than fiction but, as the sub-title promises, it reconstitutes the literary, artistic and personal backdrop with its multifarious characters both known and unknown. The childhood of the central figure is an almost incredible account of maltreatment. Born of an association between a prompter at the *Comédie Française* and a young actress, he was abandoned by his attractive mother three days after birth, and throughout a boyhood in Paris, and then in Courbevoie, was grudgingly tolerated by his father and by the latter's mistresses. Sporadic glimpses of his mother inflamed an attachment the greater for his deprivation.

School and the friendship he struck up there with Adolphe Van Bever aroused a love of literature which at first found an outlet in poetry. However, he eventually found his niche as a regular contributor to the *Mercure de France*, turning his early familiarity with theatrical life to account in dramatic criticism—until his forthright plain-speaking compelled removal to other columns. Above all, thanks to the grandstand view of the literary world which his post afforded, he recorded faithfully, night by night, his experiences of the day, by the spluttering light of a candle and to the companionable squeak of his quill pen.

In the ramshackle house at Fontenay-aux-Roses, where he lived from 1911 onwards, his expanding family of cats, dogs, a monkey, a goose and other unwanted animals was cherished more than any human being. Himself he neglected as is clear from the photograph on the dust-cover of *Lost Illusions*, yet Valéry, like other contemporaries, was intrigued by his courtly manner so much at odds with his dishevelled appearel and by a face reminiscent of a La Tour pastel.

Any misgivings we may initially feel at lack of footnoted references and at a shuffling of chronological details, are allayed by Dr Harding's sympathetically firm rendering. There is much to prompt amazement: the witty cynicism of Léautaud, his termagant mistress aptly named Lo Kinap, the fierce sometimes painful independence of his stance which was the *sine qua non* of his writing. The biographer's familiarity with his subject does not blind him: his view of Léautaud's critical tenets, as of his personality, is balanced, blunt, perhaps, from an underplaying of the deference and correctness of tone apparent in the *Correspondance générale*. He inspires his reader, as must surely be his wish, to delve more fully into Léautaud's work for himself.

Vera L. Daniel

Art in a harmonious universe

Baudelaire: Salon de 1846
edited by David Kelley
Clarendon Press, £20.00
ISBN 0 19 817188 9



Baudelaire, photographed by Nadar in 1854.

When *Les Plaisirs et les Jours* was published in 1896, at the then monstrous price of 13FR 50, Proust affected surprise at his friends' complaints of being overcharged. "Come now! A preface by Anatole France: 4 FR. Illustrations by Madeleine Lemaire: 4 FR. Music by Reynaldo Hahn: 4 FR. Prose, by me, 1 FR. A few verses, by me, 50 centimes. Total: 13 FR 50. It's not excessive." People to whom I have reported the price of this new edition of Baudelaire's second *salon* have been horrified, but would Proust have been? A long introductory essay by David Kelley: £8.00. A hundred or so monochrome reproductions of pictures discussed or referred to by Baudelaire: £5.00. Fifty pages of biographical notes on the artists he mentions: £5.00. Bibliography and index: £1.50. The text of the *Salon de 1846*: 50 p. Total: £20.000. It's not excessive.

Why should Baudelaire have chosen to write about the Paris art exhibition of 1846? It marked no turning-point in art history as did, for example, those of 1827-28 or 1850-51, or the *Salons des Refusés* of 1863. Ingres boycotted it. Delacroix sent three pictures, of which the *Leave-Taking of Romeo and Juliet* stirred up most argument. The other main exhibitors were Ary Scheffer, Diaz, and the inexhaustible Horace Vernet. Courbet's *début* was still to come. He had submitted seven pictures, and all seven had been rejected.

The very absence of anything outstanding gave Baudelaire the opportunity to develop at leisure the theory of aesthetics of which, at the age of 25, he had already established the main framework. There is no question that his brilliant insights, expressed in lapidary and audacious formulae, are alone responsible for the fact that his 1846 monograph is still read today, while the innumerable other accounts of the exhibition by reputable professional critics have sunk without trace. David Kelley has had the patience to dredge them up and read them all; he devotes the second half of his introduction to showing how the ideas Baudelaire was juggling with were to a surprising extent common property at the time. He differed from his contemporaries in the clarity and resonance with which he formulated them, and in the relentlessness with which he pressed his arguments home.

Curiously, for one who was later to expend so much energy and talent in denouncing the nineteenth-century myth of progress, Baudelaire seems at this stage to have had more in common with the Fourierist critics, Thoré, Laverdant, and Charles Blanc, than with the leader of the art for art's sake movement, Théophile Gautier, the "*poète impeccable*" to whom he eventually dedicated *Les Fleurs du Mal*. Without going so far as to enrol the young Baudelaire under the Fourierist banner, Kelley does suggest that the position he had reached in 1846 was not incompatible with the utopian socialism that attracted so many well-meaning intellectuals in the closing years of the July Monarchy. The keystone of the system was a belief in the underlying harmony of the universe. There is nothing dissonant in nature. As Baudelaire expressed it, "*telle main veut tel pied*"; there are a million different hands, and a million different feet, but every pair of hands accords with the particular pair of feet with which nature has associated it. The ideal human society of the future will be shaped in analogous fashion: every member unique, but each in his proper place and station.

The aesthetic implications of the doctrine become clear once we complete Baudelaire's saying: "*Telle main veut tel pied, chaque épidermie engendre son poil. Chaque individu a donc son idéal.*" Beneath the skull of every artist there dwells a harmonious microcosmic universe, and his task is to reproduce this unique structure on canvas. It is the individual temperament of the artist that provides his work with the unifying principle which in nature is too dispersed to be summarized.

In David Kelley's masterly exposition of the aesthetic framework of Baudelaire's essay, only one aspect appears to have been neglected. Baudelaire deals not just with questions of criteria and with the mysterious triple echo between the painter's eye, brain and hand, he also suggests what the critic's job might be: to help the public to a deeper appreciation by cultivating the attitude of the inner springs of its enjoyment. Here again, it is the youthful, relatively optimistic Baudelaire talking. In the more disillusioned frame of mind he later reached, he would never have suggested that it was possible to find on the general public any feeling for art. "Let us remember", he wrote in his 1859 study of Gautier, "that France, I mean the French public, is not artistic, naturally artistic; the French public is philosophical, moralistic, practical, fond of stories and anecdotes, public you will, but never spontaneously artistic." Stendhal had reached much the same conclusion. There may be something in it.

F. W. J. Hemmings

A pragmatic optimist

Voltaire
by Haydn Mason
Hutchinson Educational, £3.75
ISBN 09 121490 0

"Large and impressive volumes continue to pour forth on Voltaire", says Professor Mason in the first line of his preface. While it may be true in a general way of the last 40 years, if one accepts the statement as being in the present historic tense, the fact is that there has not really been such a large output of books on Voltaire since the mid-1960s and the vast erudition of some which have appeared, including certain monumental editions, has made them practically inaccessible to students meeting Voltaire for the first time. If only for this reason this volume would be a welcome addition to any undergraduate reading list on Voltaire, since it contains within a relatively small compass the essentials for an overview of this very prolific author. Conciseness apart, and that is virtue enough in this age of expensive book production, Professor Mason has also succeeded in providing an approach to the many-faceted Voltaire which brings useful systematization into the famous "*chaos d'idées claires*".

The structure of the book is simple in that it takes in turn each of the major kinds of writing in which Voltaire excelled and devotes a chapter to each. They are: theatre, history, the *conte philosophique*, verse, polemical and reformist writings, "philosophical" works, and letters. Obviously each chapter cannot be completely self-contained since the major philosophical and metaphysical preoccupations of Voltaire, as well as his prejudices and hatreds, form a running background to each named Lo Kinap, the fierce sometimes painful independence of his stance which was the *sine qua non* of his writing. The biographer's familiarity with his subject does not blind him: his view of Léautaud's critical tenets, as of his personality, is balanced, blunt, perhaps, from an underplaying of the deference and correctness of tone apparent in the *Correspondance générale*. He inspires his reader, as must surely be his wish, to delve more fully into Léautaud's work for himself.

Vera L. Daniel

scholarship and to take account of the enormous corpus of the letters in the Bestermann edition, as one would expect; but he also goes further and may be said to attempt to place Voltaire in the context of literature and thought in general. Voltaire's relationship to ongoing literary and quasi-philosophical trends, in particular to the notion of the absurd, is a recurrent theme, especially as regards the *contes*, and *Candide* above all.

It is in the final paragraphs of the book, on Voltaire's "world-view", that the author makes the all-important point that the fact of having recognized and written about the absurd as a metaphysical phenomenon does not make Voltaire a forerunner of Camus since the conclusions they draw from this realization are diametrically opposed. However one looks at it, life may have had no apparent transcendental purpose for either Camus or Voltaire, but for the latter this was no reason for not living in a purposeful fashion. Essentially an optimist at the very fundamental level, with a love for suffering humanity which may not have been Christ-like in its lack of love and forgiveness for his enemies, Voltaire was a practical if somewhat homespun philosopher who had little use for metaphysical speculation which did not lead to useful results in helping to free mankind from prejudice and suffering.

On the more down-to-earth matter of literary form this book makes a number of useful, if not highly original sorties into the study of Voltaire's style, including the celebrated irony, but one feels that, given more space, the author could have expanded this part of the work with undoubted profit. On another level, Voltaire's role as a popularizer of Newton's scientific theories in France is given rather scant treatment, especially in view of the importance of the debate between the Cartesians and the Newtonians for the advance of scientific thought in that country in the first half of the eighteenth century. These criticisms are, however, marginal to the real purpose of the book, which is to act as a guide to the thought and writings of Voltaire. As such it is clearly going to be indispensable for years.

Frank Hasley

Harrap's English-French Dictionary of Slang and Colloquialisms

GEORGETTE A. MARKS and CHARLES B. JOHNSON

Compiling a dictionary of slang may be regarded as a form of lexicographical heroism, for nothing is more subject to change than popular speech; at the same time, nothing is more succulent, vehement or picturesque. Like its companion French-English volume, this work steers skilfully between the Scylla of over-abundance and the Charybdis of sinning by omission. A very broad range of terms is included from the colloquial bordering on standard English to the rebarbative bordering on (and often including) the obscene, and from the most recent coinages to those which have just faded from general currency, but are frequently found in the literature of the recent past. Also included as an appendix is a *répertoire* of French generic terms with a selection of colloquial and slang equivalents, to which reference is made by means of an asterisk after the appropriate entry. Thus a number of colourful translations can be provided without sacrificing too much space. This work will be valuable to the English user not only for its French equivalents (wherever possible at the right level), but also as a record of modern colloquial English.

"Even in this permissive age one hardly dares to hope that the compilers will give us an English-French companion volume." – from the review of the French-English Dictionary of Slang and Colloquialisms in *The Times Educational Supplement*

English-French volume: £7.25
French-English volume: £3.75

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BOOKS

Idiomatic translations

Concise Cambridge Italian Dictionary
compiled by Barabara Reynolds
Cambridge University Press, £7.50
ISBN 0 521 07273 5

The first volume (Italian-English) of the Cambridge Italian Dictionary came out in 1962. It was the best and fullest in the field and it is a pity that the second volume (English-Italian) is taking so long to follow. In the meantime its general editor, Dr Barbara Reynolds, has brought out this Concise edition based on the major work, on both the section which has appeared and the one which is in preparation. It contains a concise reference grammar of Italian which makes it particularly useful for those who are acquiring a reading knowledge of the language. Although this work was designed for English students of Italian, it can also profitably be used by Italian students of English; they are, for instance, provided with a list of English irregular verbs.

Dr Reynolds's aims are admirable: the entries are well selected, with a view to excluding what is obsolete and to presenting what is contemporary and current. The examples are carefully chosen and informative about the syntactic behaviour of words; the translations are on the whole appropriate and idiomatic.

It would be pointless to argue for or against the inclusion or exclusion of certain entries, when ultimately the choice has to be subjective. One could go on indefinitely with questions like: Why is *collant* (tights) not given? Why are "bump" and "thickhead" not given as meanings of *gnocco*? Why is *passamontagna* (balaclava) not included? And *pianta grassa* (cactus)?

No dictionary can be perfect; the user is bound to find minor defects which can be corrected in a future edition. Here are a few which I noticed: sv "commune", the translation *abbonato* is insufficient, *pendolare* should be included; sv "public prosecutor", this should be translated *pubblico ministero* not *ministero pubblico*. There are also some inaccuracies in the reference grammar: *adagio* is an adverb not an adjective; we are given *la cavalcavia*, plural *le cavalcavie*, it should be *il cavalcavia*, plural *i cavalcavia*. There are misprints which will mislead an English user not well acquainted with Italian; sv "dummy" read *posticcio* not *pasticcio* which means "mess"; sv "stunt" read *rachitico* not *machitico*.

The publishers announce that a paperback edition of this dictionary at £2.50 will be brought out by Penguin Books in April. This will make it comparable to the *Ragazzini-Biagi* dictionary published by Longman, both in size and price. I used page 230 (Italian *salute* to *sartia*) and page 488 (English *liven* to *locust tree*) of the Cambridge dictionary to compare with the corresponding sections of the *Ragazzini-Biagi*. In the Italian sample the *Ragazzini-Biagi* has about thirty entries not given by the Cambridge (but *sunatoria, suporire, saputo* are the only interesting ones), and the Cambridge has about twenty not given by the *Ragazzini-Biagi*; in the English sample the *Ragazzini-Biagi* has seven not given by the Cambridge, while the latter has twelve not given by the *Ragazzini-Biagi*. The entries seem to be on average of the same standard. When the *Ragazzini-Biagi* was published it was the best dictionary of its size. Now it will have a rival in the Concise Cambridge Italian Dictionary.

A. L. Lepschy

Keeping a respectful distance

Pirandello: A Biography
by Gaspare Giudice
translated by Alastair Hamilton
Oxford University Press, £3.50
ISBN 0 19 212582 6

According to Pirandello, every time we write a line about a person, breathe a word or formulate a thought about him, we perpetrate an outrage and an injustice. Not just six characters, more like sixty, flail and writhe in his theatre as they beg us not to form a fixed opinion of them, shrieking at us the message that Life is distorted and diminished by Art, by words, by every form of Form. Where, we ask, does that leave the art of biography? And what of truth will be left, I wonder, when it comes to a reviewer's distortion of Alastair Hamilton's distortion of Gaspare Giudice's distortion of Pirandello's life?

In the original study published in 1963 (549 pages, reduced in this version to 208), Signor Giudice stated his intention of offering "an accurate and exhaustive documentary chronicle of the facts", and the result was a convincing fulfilment of this scrupulous aim and at the same time a penetrating survey of a singular and tormented life. In Mr Hamilton's translation abridgment has been drastic, and distortion, by anybody's definition, has taken place. To quote the Father in *Six Characters: un fatto è come un sacco: vuoto no si regge*".

The omitted passages very often consist of illustrative and interpretative material which originally gave substance to the empty sack of external fact, passages of between six and 12 pages dealing with such topics as Pirandello's attitude to death, his attitude to women, his relationship with his father, the autobiographical element in his works, the central arguments of his thought, his political views (if such they can be called), his marriage, his professed allegiance to the fascist party, not to mention accounts and interpretations of his major works. Giudice's sadly cut chapter on fascism is particularly illuminating, with its all too human picture of an alienated apolitical Pirandello far out of his depth, his emotional need to make a gesture of commitment unhappily coinciding with the rise of a party which appeared to him at the time to stand for the denial of absolute and preconceived principles, and so to be the political counterpart of his own relativistic thinking.

What remains is a reference book which will doubtless be of value; selection has been skilful, translation expert, and stylistically the gaps are undetectable. The reader will find much information not previously readily accessible and a clear outline of the movements, preoccupations and literary output of a major writer.

The claims of the blurb are misleading. We are told that in Pirandello's plays he portrayed "alienation, the truth behind a madman's delusions, and the divided or multiple self—long before such themes became fashionable". The choice of wording leads us to expect from Pirandello a psychological Lowngian perspective on madness, and from his biographer an account of personal circumstances leading to the creation of an introspective theatre. It is true that Pirandello had a wife who was mentally sick, and that he felt at times that he was two people, the person he was for Antonietta and the person he believed himself to be. But this was a private pain which did not find direct expression in the plays.

Here, alienation, multiplicity of personality, even madness itself, provide extreme illustrations of what are essentially philosophic concepts, in parables of irrationality, relative truth and existential freedom.

Giudice's biography does not throw much light on Pirandello's marital situation. Italian literary biographers have a tendency to be dogged by a longstanding tradition of respect (obsequious, cautious or discreet) for their subject, especially when that subject is a national monument. But when one considers how Pirandello himself recoiled in horror at the prodi- torpiness shown by human beings in snatching at facts about each other for their own selfish ends, it seems poetically fitting that his biographer should not have trespassed into areas of private truth.

The appearance of this book raises again the old argument for the recognition of Anglo-Italian studies, and of other international studies, as clearly defined spheres of scholarship with their own special function. Certain passages in Giudice's book appear to have been suppressed because, written for an Italian public, they presuppose familiarity with details of the national cultural and political background. So who is the book for? The advanced academic student wants all available information, presumably the original text; while the non-specialist reader, the English-speaking drama student for example, who will not at a glance understand the full implications of words like *giolittian, umbertino* or even *veristic*, would probably gain more from a fuller biography written from a more introductory standpoint.

Felicity Firth

Mantuan code

The Book of the Courtier
by Baldassare Castiglione,
translated by Sir Thomas Hoby
Dent, £2.95 and £1.50.
ISBN 0 460 10807 7 and 11807.2

Baldassare Castiglione's *Il libro del Cortegiano* was probably the most widely read contemporary work in sixteenth-century Europe. Written by a Mantuan nobleman who had served at the small but select Montefeltro court of Urbino in the first decade of the century, it provided the European gentleman with a prestigious exposition of the most refined Renaissance code of manners and accomplishments, gracefully larded with neo-Platonic idealism; it also offered European writers a masterly example of the way to use the Ciceronian dialogue in vernacular works.

Apart from the many sixteenth-century editions of the original, there were translations into French, Spanish, English and even Latin. The first translation into English was completed by Thomas Hoby during the reign of Mary Tudor, and published in 1561. This is the translation which Dent have now reissued in Everyman's University Library; the text of the volume, apart from the introduction, is a straight photographic reprint of the standard Everyman edition first published in 1928.

Hoby's is a vigorous example of the great Elizabethan series of translations of foreign classics, and it had a wide influence on Elizabethan and Jacobean culture. The translation, however, is often literal to the point of error, and needs to be corrected, as indeed has been done in the notes of the Everyman edition, against the more accurate and scholarly, if less colourful, modern version by L. E. Opdycke.

The new introduction by J. H. Whitfield deftly characterizes the nature of the work and the sources and causes of its European appeal; but it is a pity that the publishers did not take the opportunity to have the work re-annotated in accordance with modern taste and scholarship. At least they might have removed the inaccurate and inadequate thumbnail sketch of Castiglione's life, which appears opposite the title page in this edition.

Conor Fahy

Poet and servant at court

The Poetical Works of Alain Chartier
edited by J. C. Laidlaw
Cambridge University Press, £15.00
ISBN 0 521 07940.3

Only in the last decade or so has it became generally accepted that the late Middle Ages in France represent a period as rich as any in the thought and artistry it contains, certainly deserving the serious attention of all those who claim to love French literature and culture. Dr Laidlaw's collected edition of the poetical works of Alain Chartier (c 1385-1430), one of the most distinguished minds of the time, is of great importance in the steady process of modern editions of the best fourteenth and fifteenth-century poets: Froissart, Deschamps, Christine de Pisan, Machaut (for the narrative works) badly need someone to do similar work for them.

Dr Laidlaw's introduction contains a detailed account of Chartier's life followed by discussion of the poems and the manuscripts in which they have survived. Then follows the critical edition of *Le Lay de Plaisance, Le Debat des Deux Fortunés d'Amours, Le Livre des Quatre Dames, Le Debat de Reveille Matin, La Complainte, La Belle Dame sans Mercy* (with the letters and the *Excusacion aux Dames*), twenty-three *Rondeaux* and five *Ballades, Le Breviaire des Nobles, Le Lay de Paix, Le Debat du Herault, Le Vassault et du Villain*. The edition is completed by notes, glossary, extensive bibliography and convenient indexes to the poems, to their sources and to general references.

It is extremely useful to have such a clear account of Chartier's career, mainly as secretary and ambassador in the service of Charles VII of France, though fostered in his early years by the house of Anjou, which did so much to encourage literary endeavour. It would perhaps have added to the value of this account to have incorporated into it very much more information about Chartier's prose works too, the most famous of which is the *Quadrilogue*

were written in Latin. These works obviously have much bearing on Chartier's sympathies and attitudes and need to be integrated into the overall description for our fuller understanding, even though this edition deals only with the poetical works. A complete list of all Chartier's works, in whatever form or language, would help. What is really needed now, of course, is a companion volume of the prose works and it is to be hoped that Dr Laidlaw might be persuaded to undertake this similarly very considerable task.

The edition stems from a doctorial thesis which was particularly concerned with manuscript sources; this is very much reflected in the overall balance of the book with 101 pages on "the manuscripts" and a large number of further pages concerned almost uniquely with the relative merits of sources and detailed variant readings as opposed to only 15 pages on all the poems together, while the notes deal almost entirely with meaning and language, very useful though that is. It may fairly be said that this edition is of far greater bibliographical and paleographical than literary interest.

Now that the texts are gathered together and edited in such a meticulous way, the road should be clear for wider-ranging literary studies showing how Chartier's poems fit into, for example, the tradition of the *Dit amoureux*, so well described in recent studies by J. Wimsatt and W. Calin. How much did Chartier owe to the example of Christine de Pisan, Oton de Granson, Charles d'Orléans, the *Livre des Cent Ballades*, Guillaume de Machaut, Froissart, Chaucer? How typical are Chartier's rondeaux and ballades (Dr Laidlaw disagrees with Poirion about the number which should be attributed to him)? Chartier's two *Idis*, likewise, deserve study in the light of the lyric tradition behind them so well illuminated by J. Mallard.

This Cambridge University Press edition is beautifully printed but very expensive. Would it be possible, I wonder, to issue some of the more interesting poems in paperback, with far less "apparatus" and much more literary background and analysis? Only in this way will these works reach the wider public they, and Dr Laidlaw, deserve.

Nigel Wilkins

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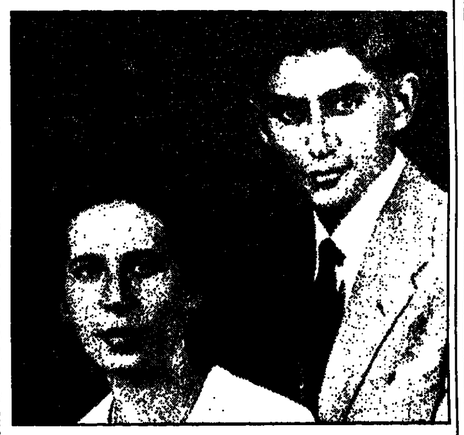
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Edward Arnold

BOOKS

The misused love letters

Kafka's Other Trial: The Letters to Felice
by Elias Canetti
translated by Christopher Middleton
Calder & Boyars, £2.95
ISBN 0 7145 1097 1



Franz Kafka and Felice Bauer.

In a story by Gottfried Keller a would-be writer leaves his wife for a time and, with both eyes on posterity, embarks on a series of carefully contrived, ideal love-letters, kept strictly apart from the humdrum substance of his real communications. Keller called the story *Die missrauchten Liebesbriefe* (The misused love-letters), a title one is tempted to borrow for the letters Kafka wrote to Felice Bauer between September 1912 and October 1917, which are also largely literary inventions, often devious in intent. Yet with Kafka the game is much more serious, and it is literature, not the bourgeois world, that is his real sphere. Moreover, far from leaving a wife to create a correspondence, he creates a voluminous correspondence to keep a potential wife at arm's length.

It was the publication in 1967 of these fascinating, contradictory and, for many, embarrassing letters that prompted Elias Canetti to write his essay, first published in German and appearing now in a fluent translation. The essay represents a personal response of that time: "For my part, I can only say that these letters have penetrated me like an actual life, and that they are now so enigmatic and familiar to me that it seems they have been mental possessions of mine from the moment when I first began to accommodate human beings entirely in my mind, in order to arrive, time and again, at a fresh understanding of them."

Although the personal approach entails some initial obsolescence—it is no longer possible to share that original excitement at the revelation of Kafka's full identity—the total effect may be compared to the pleasure of being shown round an historical building, not by a paid guide, but by the present owner. We are taken through the correspondence lovingly, phase by phase; points of particular significance are explained or elaborated on by reference to other sources—Kafka's diaries, letters to Brod—and the whole tortuous course of the relationship is brought to life again before our mind's eye.

Naturally enough, Canetti dwells on points of particular interest to himself. There is a telling little excursus on Kafka's relation to power, especially his means of withdrawing from its sphere. And when Canetti emphasizes Kafka's statement, early in the relationship before he really knows Felice, that fear and indifference combined make up his deepest feeling towards human beings, or discusses Kafka's fantasy of himself in profound collar-seclusion, we are reminded of Canetti's own novel *Die Blendung* (*Auto-da-Fé*) and its portrait of the sinologist Peter Kien in his windowless library.

But Canetti's sympathy with his subject by no means precludes objectivity and criticism. All the deviousness of Kafka's mind is frankly exposed, from his creation of myths about himself—e g, the myth of an aversion to children, which is seen here as in reality an expression of envy at their smallness; or, near the end of the affair, the myth of the two combatants fighting within him, of which the latter, according to Kafka, belongs more than ever to Felice—to what in most other people we would think of as simply dishonesty. With Kafka, however, things are rarely simple. Did he not himself, in the penultimate letter, speak of his attempts to deceive without deception?

The title of Canetti's book derives from Kafka's conception of his first official engagement to Felice as a public trial and of the equally public dissolution of the engagement as a tribunal. But, of course, there also exists a close relationship between his "trials" with Felice and the writing of *The Trial*. Here Canetti makes detailed comparisons between the engagement and K's arrest and between the dissolution and K's execution. Nevertheless, this can scarcely be seen as the central thesis of a sustained argument. It is rather one of many illuminating insights given along the way. One remembers also, for example, comments on Kafka's method of translating power relationships into terms of physical size or of disguising his own fears as anxieties about Felice; comments on his need for solitude in the form of *exposure* or on the importance of his attitude to food as a barometer of his relationship with Felice. And on many occasions the insights are seasoned with witty formulations: [Kafka's] "hypochrondria is the small change of *Angst*"; "his cruelty is that of the non-combatant who feels the wound *in advance*"; "in keeping Felice away from Prague, he behaves like a politician trying to prevent an alliance between two political enemies". Like so many new truths, these remarks seem so obvious once stated. But it is they that make Canetti's book such interesting reading and recommend it to any who have not already read it, or cannot read it, in the original German.

David Turner

Life in Nazi Germany and after

Jugend ohne Gott
by Odön von Horvath
edited by Ian Huish
Harrap, £1.40
ISBN 0 245 52361 8

Irrlicht und Feuer
by Max von der Grün
edited by Jennifer Hampton
Harrap, £1.70
ISBN 0 245 52343 X

Both these works in the Harrap Modern World Literature series deserve a wide readership among students of German. They are scrupulously edited, and *Irrlicht* contains an admirable chapter on workers' representation, introducing and explaining many key political terms and their social background. However, it is a pity that the editors do not attempt to offer students an evaluation of the novels (they are to become A level prescribed texts), or suggestions for attempting a stylistic or critical analysis of their typical features. Mr Huish's intelligent commentary on the text is too brief.

Against an impressionistically described background of the early years of Nazi power, of unemployment, of teenagers trained to hate Negroes and foreigners, and encouraged to spy on and denounce their teachers, of the idle rich enjoying profits while factories remain idle, of the Führer's birthday and of school camps used for military marches who first learned German at the age of 14, wrote this strange murder story about school children called by letters: N a malicious schoolboy is murdered by T, who wants to know how people die, and finally hangs himself, after suspicion is removed first from Z, whose diary has been read by the narrator, a liberal-minded teacher, and then from the sluttish, thieving Eva. It is a staccato narrative, in brief concentrated expressionistic sentences and half-sentences, in a language consisting many repeated words and phrases, so that at least a dozen objects and thoughts attain the status of symbols. The conclusion is that the children have been corrupted by the grown-ups' cynicism, dishonesty and indifference, and that the best solution is to emigrate. While it may irritate some readers, the book has some of the nostalgic, evocative charm of *Le Grand Meaulnes*.

The novel by Max von der Grün (b 1926) was published in 1963, and soon became a best seller. It describes the life of a Dortmund working man after demobilization: as a miner, as a loader in an iron factory, in the building trade and working on a conveyor belt. There are realistic descriptions of a mine accident, a mass demonstration, factory meetings and violent scenes of family life. Max von der Grün raises in incident, dialogue and discussion many of the important social themes of Federal Germany: the *wurden im Dritten Reich ausgerottet*), the racit alliance between employers and union leaders, the rewards and attractions of the consumer society, the position of concentration camp guards and their victims, of immigrant workers and the refugees from the "Zone", the closing of the coal pits, working-class culture and democracy, the perplexity of those who just did their jobs (*machten mit*) during the Nazi years.

The observation is fresh and intelligent and there are shrewd pictures of employers and workers. The personal themes, however, the "hero's" marriage and his involvement with two other working-class families are not sufficiently explicit. Max von der Grün's main point appears to be that many marriages are foundering because, in a desperate attempt to pay for all the hire-purchase acquisitions of the economic miracle, wives are working, leaving no time for decent living, and his crude solution of the problem is for the couple to have a child.

Long after naturalism and *Sekundenstil*, this old-fashioned, perceptive and continuously critical novel, with its able handling of individual encounters and crowd scenes, its occasional romanticism and inconclusive ending is rather unusual in German literature. It should be mandatory reading in most Council for National Academic Awards modern German degree syllabuses.

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BOOKS

From ancient Hebrew to modern

Exempe into Siege: A Survey of Israeli Literature Today
by Leon I. Yudkin
Routledge & Kegan Paul, £3.75
ISBN 0 7100 7924 9

At first glance, it might appear simple enough, and even premature, to survey Israeli literature. After all, Israel is not yet 30 years old. But clearly Israeli literature did not spring fully formed in 1948. Should this literature be regarded as part of the modern Hebrew literary revival which began in the eighteenth century in Europe, or can it claim to be a separate entity, inspired by a particular landscape and shaped by a common experience?

As soon as one frames this innocuous-seeming query, one is in the thick of impassioned controversy. Whether the culture of the new nation represents a continuity with traditional Jewish civilization or whether it involves a break with the past (as the Levantine group, known as the Canaanites, would maintain), is already a matter of political ideology as well as literary debate. Aiming to elucidate the difficulties of literary definition and literary history, and even more precariously, to combine an introduction to Israeli literature with the critical assessment of selected works quoted in translation, Dr Yudkin picks his way with extreme caution, as if through a minefield.

One inescapable aspect of the question is, of course, the condition imposed by the Hebrew language itself. For within the space of a few generations, modern Hebrew has moved from being a literary language, deliberately cultivated as an act of commitment, to become a colloquial tongue which paradoxically derives from an ancient heritage while being at the same time very young indeed.

The cultural difficulty which this paradox poses for the non-Hebrew-speaking reader cannot be readily resolved. The reader may well be inclined to interpret biblical imagery in Christian terms and, moreover, he is unlikely to be at home with the long medieval Jewish spiritual tradition or mystic literature. However secular in outlook, the Israeli writer frequently alludes to such traditional material, albeit in a highly ambivalent manner. In his fascinating discussion of Amir Gilboa's multi-layered poem "Isaac", for instance, Dr Yudkin tells us how in Hebrew the right hand is the seat of power, and how the words "empty of blood was the right hand" suggest the poet's sense of helplessness in the face of a nightmare sacrifice.

Where the enigmatic Nobel prize-winner, S. Y. Agnon, is concerned, Dr Yudkin appears no more successful in conveying the novelist's quality and meaning than do those who have devoted tomes of exegesis to his stories. Agnon may indeed serve as a bridge between the lost spiritual world of his East European youth and modern Israel. Yet it has been said that those who are unacquainted with his background do not even know whether the questions they are asking about him are the right ones.

If some of the founding fathers of Israeli literature, East Europeans who settled in Palestine before 1948, were often committed nationalist spokesmen, the younger Israeli-born writers, like so many of their counterparts elsewhere, are engaged in self-inquiry or the quest for identity and values. Dr Yudkin observes the common sense of estrangement, but he does not say how far the younger writers can stand comparison with the best of their contemporaries in Europe or America. The new Israeli-born writers not only have to cope with a potent ancient tradition but with a more recent pioneering past which at times arouses their irony. They are also troubled by the literary urge for universality while suffering from the claustrophobia induced by life in a besieged province.

A more sensitive and subtle view of the land itself and of the Arab seems to be emerging. Some Israeli writers adumbrate a reversal of Israeli-Arab roles, with the Israeli as gentile and the Arab as Jew. (Particularly striking in this regard are Dr Yudkin's pages on S. Yizhar.) Others, like Amos Oz or A. B. Yehoshua, are fascinated by the controversial image of the Crusades, and create protagonists who betray a strange complicity in their own ruin.

Dr Yudkin deals principally with novels, stories and poems. He says nothing about current Israeli drama, perhaps because he thinks little of it. Some readers might wish for more biographical guidance. All the same, Dr Yudkin has amply demonstrated that Israeli literature exists, and he has sketched an extremely valuable preliminary map of its tendencies and complexities.

Renée Winegarten

Sketchings

Sketch-Book 1966-1971
by Max Frisch
translated by Geoffrey Skelton
Eyre Methuen, £3.95
ISBN 413 32030 8

Wonderful, how the patient work of the translator can enlarge the writer's audience. Now Max Frisch's second *Tagebuch*, in Geoffrey Skelton's translation, can be bought here having been in the bookshops of the USA since 1971.

This is not Frisch's diaries, not a random, chronological record. It is all good material, free from the mundane, the pedestrian and the merely fragmentary. The entries belong to half-a-dozen categories and are distributed in such a way that the book coheres not only by interlocking but also by intermingling—the relationships between the theoretical, the fictional and the autobiographical produce an intriguing portrait of the man's mind at work, so that frequently the impression is given that the reader is more aware of Frisch's nature than Frisch is.

The driest of the categories is records of foreign travel. In East Germany and in Russia Frisch has to struggle against his natural Western outspokenness, is often dismayed by the discrepancy between theory and practice; on the other hand, in the USA what he has to cope with is the very flagrancy of the worse effects of capitalism and the readiness with which they are acknowledged and even pointed out to him: the passion of myopic ideologues versus the equanimity of the "free society".

A theme which frequently occupies Frisch throughout the five years up to 1971 is that of growing old. He handles it here in a variety of ways, now toying with the idea of a Voluntary Death Association, now giving a factual report concerning the Euthanasia Society of America, now producing sketches for a novel on the theme. In this way the reader is not only drawn into direct philosophical discussion, but is also treated to a visit to the magician's den to see fiction conjured up from its raw material. One is reminded of the nature of this form of art and of its dependence upon "mere" invention, and yet one is also forced to acknowledge Frisch's own characteristic honesty.

Another way in which Frisch portrays himself in this book is through his portraits of others, Brecht and Günter Grass in particular. The emotional detachment and coolness are so sustained that the impression is finally given of actual coldness. It is, for instance, very hard to believe that Frisch really admired Brecht, let alone enjoyed friendship with him.

There is, surprisingly perhaps, very little on theatre. Maybe it is Frisch's rapidly developing interest in political philosophy which has pushed out his concern with the nature of artistic activity, for indeed it is by no means only in his visits abroad that he occupies himself with political issues; notably in a series of four "Interrogations" he raises some extremely awkward questions about violence and debates the relationship of force to particular political systems.

The antipathy and hatred he has aroused among some of his fellow-Swiss by expressing his views on topics such as law and order and the war in Vietnam are vividly, though briefly, illustrated in extracts from letters written to him. "It is the so-called young people who support people, like you, criminals, ex-convicts, homosexuals, outcasts, idlers. It is for people like this that we have to pay taxes." The isolation from which the intellectual inevitably suffers within his very own society is later demonstrated more concretely when Frisch is accosted on the Heimhaun Bridge and asked why he does not go to live in Moscow. These are reactions to nothing more or less than the spectacle of honesty, whether in newspaper articles or in novels: as Frisch writes in it earlier on: "What is commonly considered indiscretion: information from the writer's private world that is no concern of the reader. And the indiscretion? When one informs the reader of something that does concern him, something the reader himself knows but never admits."

For five voices

The Penguin Book of Italian Madrigals for four voices
edited by Jerome Roche
Penguin Books, £1.00
ISBN 0 14 0708 43 X

It is now 25 years since Alfred Einstein's pioneering study *The Italian Madrigal* revealed much about, though few musical examples of, what is arguably the most historically significant renaissance musical form. Sadly, despite Einstein's own example of *The Golden Age of the Madrigal*, the five-voiced madrigals mostly drawn from the second half of the sixteenth century, few attempts have been made to disseminate in performing editions some of the riches of the vast Italian repertory, though the Herculean efforts of Professor Denis Arnold must be excluded from this censure. It is a commentary upon the incomprehensible neglect of this music rather than upon its quality that while performers wallow in a sea of Wilbye and Weelkes editions, Rore and Willaert languish in expensive complete editions on library shelves and Nicola Vicentino's music is available at all.

The Penguin Book of Italian Madrigals is therefore very welcome, and one hopes that at least two anthologies of those five-voiced pieces which were not appropriated by the Elizabethans will follow. Although Dr Roche's selection preserves the traditional historical outline of the development of the early Italian madrigal, progressing from the first generation of Florentine madrigalists to Monte, Lassus and the Roman school via Willaert and Rore, it also takes in a number of intriguing minor developments including a brief excursion into the mid-century Milanese taste for chromaticism in pieces by Pietro Taglia and Gioseppe Caimo, and a well-wrought late example by Paolo Masnelli which handles the stock rhetoric of the contemporary large-scale five-voiced madrigal with ease and charm. A number of entertaining pieces in the lighter *canzonetta* and *villanella* styles have also been included, as well as two fine examples of Marenzio's pastoral style of the 1580s of which *Vezzosi augelli* is a remarkable technical *tour de force*.

It is inevitable that the preparation of a practical edition involves compromise between the requirements of scholarship and performance. Nevertheless, while one can understand, though not condone, the practical considerations and probably the musical ones too which have prompted the severe truncation of Palestrina's setting of Bembo's *Vostr'mi poneste in foco*, it is more difficult to excuse the use of late printed sources when earlier ones are available. This policy noticeably affects the ending of three Verdelot pieces where the posthumous 1565 edition has been preferred, and the Newberry Library MS VM 1578 M91, which was probably compiled with the collaboration of the composer, should have been consulted in the preparation of one of these, *Madonn'i' no bel viso*. There are occasional lapses in the musical text (such as the improbable "added second" chord in the second bar of Caimo's *Mentre il cuculo*), and in the commentary (Arcadelt's *Primo libro* was first published in 1539), but the standard of accuracy is generally high.

The appearance of the book is slightly disappointing since in comparison with the companion volume of English madrigals which Penguin issued in 1967, the paper is dark and inferior, which makes the rather small musical type more difficult to read. But these are perhaps small points. Thirty-two madrigals for £1 is excellent value, and Barbara Reynolds's prose translations at the beginning of each piece are models of elegance and lucidity. Perhaps the most interesting aspect of Dr Roche's book is that it not only provides a competent and reliable collection of delightfully singable pieces, but at the same time helps to establish the true dimensions of an iceberg of which most performers and teachers know only the tip.

This week's reviewers

Philip Abrams is professor of sociology at the University of Durham and is author of "John Locke: Two Tracts on Government" and "The Origins of British Sociology".

Derek Blundell holds the chair of environmental geology at Chelsea College, London;

Vera J. Daniel is special university lecturer in French literature at Oxford;

Walter F. Edwards is reading for a D.Phil in sociolinguistics at the University of York;

Felicity Firth has edited "Three Plays by Luigi Pirandello" and written many essays and reviews on Pirandello; she lectures in Italian at the University of Bristol;

M. M. Gruneberg is a lecturer in psychology at University College, Swansea and has written papers on the psychology of memory;

Frank Henley is a contributor to "French Studies", "Revue de l'Institut de Napoléon" and "Studies in Voltaire and the Eighteenth Century"; he is professor in the department of modern languages at the University of Surrey;

F. W. J. Hemmings is professor of French literature at the University of Leicester; publications include "The Age of Realism", "Emile Zola" and "Stendhal, a study of his novels";

John Holloway is professor of modern English at Cambridge;

A. L. Lepschy lectures in Italian at University College London;

Peter Newmark is professor in the school of languages at the Polytechnic of Central London;

Bruce Proudfoot is professor of geography at the University of St Andrews;

Dorothy Sherman Severin lectures in Spanish at Westfield College and has written "Memory in 'La Celestina'";

Ian Steedman is senior lecturer in economics at the University of Manchester;

F. C. Stork is the director of the language centre at the University of Sheffield;

A. E. Stubbs is senior lecturer in German at Portsmouth Polytechnic and has edited Martin Walser's "Eiche und Angora";

Renée Winegarten has written "French Lyric Poetry in the Age of [illegible]"

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F. T. C. Carter

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Professor

DEPARTMENT OF MODERN LANGUAGES
(a) Professor of French
(b) Senior Lecturer/Lecturer/Assistant Lecturer in French
(c) Senior Lecturer/Lecturer/Assistant Lecturer in German

DEPARTMENT OF PHILOSOPHY
(a) Lecturer
(b) Senior Lecturer

DEPARTMENT OF BOTANY
Professor

DEPARTMENT OF CHEMISTRY
(a) Professor
(b) Senior Lecturer/Lecturer

DEPARTMENT OF PHYSICS
(a) Professor
(b) Senior Lecturer/Lecturer

DEPARTMENT OF ZOOLOGY
Professor

DEPARTMENT OF MATHEMATICS
Senior Lecturers/Lecturers

DEPARTMENT OF EDUCATION
(a) Professor
(b) Senior Lecturers
(c) Lecturers
(d) Assistant Lecturers

Salary Scales. Professor N8,730 to N12,411 p.a. (£6,021 to £8,560 p.a. sterling). Senior Lecturer N6,895 to N8,730 p.a. (£4,755 to £6,021 p.a. sterling). Lecturer N5,360 to N6,905 p.a. (£3,690 to £4,762 p.a. sterling). Assistant Lecturer N3,980 to N5,340 p.a. (£2,745 to £3,683 p.a. sterling). £1 sterling equals N1.68. The British Expatriates Supplementation Scheme is unlikely to be applied to these appointments save in the case of University to University secondments at Professorial level. Family passages; various allowances; superannuation scheme; biennial overseas leave. Detailed applications (two copies) including a curriculum vitae and naming three referees, should be sent by air mail, not later than June 12, 1975, to the Registrar, University of Ibadan, Ibadan, Nigeria. Applicants resident in U.K. should also send one copy to the Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

THE CANADIAN ENERGY RESEARCH INSTITUTE

Executive Director

The Institute

Canada is facing many decisions in the energy field vital to the nation's well-being. To meet this need in the years ahead, an Institute to conduct economic and related studies in the total energy field is being established at The University of Calgary. The Institute is under the joint sponsorship of The University of Calgary, the Government of Canada and Alberta, and the Private Energy Research Association.

The Position

The successful applicant for the position of Executive Director must desire a real challenge. He will have the opportunity of creating a viable Institute. The limits will be those he places on himself. He will run all day-to-day operations and be responsible for staff and content of research projects. He will be a member of and responsible to a 13-man Board of Directors, which will have expertise in all fields of energy.

The Executive Director must have expertise in one or more of the energy industries, with a good working knowledge of economics and a knowledge of the inter-relationship of costs, supply and demand, and transportation problems between the various energy sources. He must have proven ability in organizing and directing a staff of professionals and be capable of stimulating interest in the energy field.

The salary is negotiable.

Individuals wishing to be considered should send a letter of application with names of at least three referees, together with an outline of qualifications and experience to:

F. A. Campbell,
Vice-President (Academic),
The University of Calgary,
Calgary, Alberta. T2N 1N4

HERIOT-WATT UNIVERSITY EDINBURGH

Department of Computer Science

Applications are invited for a new LECTURESHIP within the Department of Computer Science. The successful applicant will be expected to undertake and supervise research in some aspect of Computer Science and to assume some responsibilities for the teaching of Computer Science at both undergraduate and postgraduate levels.

Salary scale £2,118 to £4,806

Further information and application forms may be obtained from the Secretary, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX, to whom applications should be returned by 13th June, 1975. Please quote reference number 1/49/3003.

ABERDEEN
THE UNIVERSITY
DEPARTMENT OF ENGLISH
CLERK OF MASTER OF LETTERS IN SCOTTISH LITERATURE

Applications are invited from suitably qualified graduates for admission to the one-year instructional M.Litt. course in Scottish Literature. Students will sit two papers on the literature of the period 1700-1832 and write a short thesis on a topic drawn from any period.

Further particulars can be obtained from the Department of English, University of Aberdeen, Taylor Building, King's College, Old Aberdeen AB9 2UB.

ABERYSTWYTH
THE UNIVERSITY COLLEGE OF WALES

Applications invited for the post of LECTURER in RELIGIOUS STUDIES.

It is hoped to attract candidates whose main fields of interest include the study of any of the following religions other than Christianity.

Applications should be sent by 15 June, 1975, should be sent in Dr. J. R. Jones, Deputy Vice-Chancellor (Research), University of Melbourne, Parkville, Victoria 3052, Australia. A copy should also be sent to the Secretary-General, Association of Commonwealth Universities (Appts.), by the same date.

AUSTRALIA
LA TROBE UNIVERSITY
Melbourne, Australia

LECTURER IN HISTORY

To teach Modern Russian History in the Department of History. The appointee would be required to take up appointment by January, 1976, and to commence teaching in March, 1976.

Salary: $A11,250-? by $A550 to $A13,150.

Further information and application forms are available from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar, La Trobe University, Bundoora, Victoria, Australia 3083.

Applications close on 15 July, 1975.

AUSTRALIA
LA TROBE UNIVERSITY
Melbourne, Australia

LECTURER IN EDUCATION

In the Centre for Educational Communication and Media. Appointee will find opportunities to teach courses in visual communication or, occasionally, broadcasting as part of both the B.Ed. degree and the Dip.Ed. Higher degree in relevant field required and participation in initial teacher education and in-service workshops would be expected. A person with technical experience would be preferred.

Appointee will also have opportunity of being involved with the School's higher degree programme. Will be responsible to Senior Lecturer in charge of own special interests.

Salary: $A11,250 by $A550 to $A13,150.

Further information and application forms are available from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar, La Trobe University, Bundoora, Victoria, Australia 3083.

Applications close on 15 July, 1975.

AUSTRALIA
UNIVERSITY OF MELBOURNE
ASSOCIATION OF BRUCE SCHOLARS IN AUSTRALIA SCHOLARSHIP

The Association of Bruce Scholars in Australia has established a scholarship tenable for the purpose of bringing an overseas Commonwealth student to Australia. Applications are invited for the scholarship from graduates of any Commonwealth University approved by the Committee administering the scholarship.

The successful applicant shall engage in postgraduate study at an Australian university.

The scholarship, which is tenable for two years but may be extended, shall be valued at $A3,050 per annum, and if any university fees will be paid and a substantial contribution will be made towards travelling expenses.

Applicants must not be Australian by birth, and should preferably be aged 22-25 years. Applications should include name, address, degree and university of graduation, academic record must be furnished, a proposed programme of work and name of Australian university at which it is desired to attend, general interests and future plans and names of three referees; applicant must request referees to forward reports direct to the Secretary-General, Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications, which close on 15 June, 1975, should be sent to Dr. J. R. Jones, Deputy Vice-Chancellor (Research), University of Melbourne, Parkville, Victoria 3052, Australia. A copy should also be sent to the Secretary-General, Association of Commonwealth Universities (Appts.), by the same date.

AUSTRALIA
UNIVERSITY OF NEW ENGLAND
Armidale, New South Wales

LECTURER IN HISTORY
METHOD—DEPARTMENT OF HISTORY

Applications are invited for the post of LECTURER in HISTORY METHOD for Secondary Schools. The Lecturer will contribute to a teaching programme to be established in the University in 1976. Appointee will be a member of the Department of History and will be required to teach in other courses offered by the Department.

Applicants should have a good honours degree in History. Further postgraduate work in History would be an advantage. Applicants should have a professional qualification in teaching and considerable experience in teaching in secondary schools.

Appointment can be made to the permanent staff but the University reserves the right to make the appointment a preliminary where it considers this appropriate.

The appointment will commence on 2nd February, 1976, but wherever possible the successful applicant will be asked to assist during 1975 in the planning and preparation of the courses for 1976. A honorarium, travelling and other provisions will be made for this period.

Salary range: $A11,250 to $A13,150.

Conditions include assistance with travel and removal expenses.

Further information may be obtained from Sir Clifford Craig, University of New England, Armidale, New South Wales 2351, Australia, with whom applications should be lodged by 30 June, 1975. Applicants should give details of academic record, other qualifications and details of professional experience, the names and addresses of three referees and a recent photograph. Since time is short, applicants in the United Kingdom and Europe should also forward an additional copy by the same date to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, from whom conditions and application forms may also be obtained.

The British Council

Invites applications for the following posts:

Woman Inspector of English (Bahrain)
Ministry of Education, Manama
Graduate with TEFL qualification and considerable overseas experience.
Salary: £4,264 to £5,524 per annum, tax free.
Benefits: free accommodation. Two-year contract 75 AE 7

Lecturer in English (Yemen)
University of Sana'a
Candidates, men only, should be graduates with TEFL qualification and experience but non-graduates will be considered.
Salary: £3,385 to £4,264 per annum, tax free.
Benefits: overseas and children's allowances; free accommodation. Two-year contract. 75 AU 37

Lecturer in TEFL (Iran)
Faculty of Education, University of Tehran
To lecture on EFL for MA (TEFL) course.
Graduate with TEFL qualification and two years' teaching experience, preferably aged 30 to 50. United Kingdom citizens only.
Salary: £4,260 to £5,520 per annum, approximately.
Benefits: rent allowance; medical scheme. One-year contract, renewable. 75 HU 55

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly, stating qualifications and length of appropriate experience; quote relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Universities continued

The British Council

invites applications for the following posts:

TEFL Consultant (Thailand)

Faculty of Education, University of Khon Kaen
Graduate with relevant teaching experience and preferably TEFL qualification.
Salary: £2,746 to £4,264 per annum.
Benefits.—Overseas and children's allowances; free accommodation; medical scheme; employers' portion of United Kingdom superannuation. Two-year contract.
75 UU 53

Lecturer in English (Solomon Islands)

British Solomons Training College
Trained graduate with TESL qualification and relevant experience. United Kingdom citizen.
Salary: £3,505 to £5,350 per annum.
Benefits.—Terminal gratuity; education allowance; government accommodation; medical benefits. Two-year contract initially.
75 UT 4

Lector in English (Yugoslavia)

University of Pristina
Degree, TEFL qualification or phonetics diploma.
Salary: Approximately £1,260 per annum local salary, plus sterling subsidy of £915 per annum paid in United Kingdom.
Benefits.—Employers' portion of superannuation; medical treatment. One-year contract, renewable.
75 SU 49

Visiting Professor in Veterinary Nematology (Brazil)

Federal Rural University, Rio de Janeiro
To lecture to postgraduate students on Helminthology and supervise their research programmes.
Postgraduate degree and six years' relevant experience.
Salary: £5,200 per annum, subject to revision.
One-year contract, renewable.
75 UU 54

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quote reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

AUSTRALIA

UNIVERSITY OF NEW ENGLAND
Armidale, New South Wales

SENIOR LECTURER/LECTURERS
FACULTY OF EDUCATION

Applications are invited for appointment at Senior Lecturer (one position) and Lecturer level (two positions) in the Centre for Behavioural Studies in Education, a newly established department within the Faculty of Education. It offers courses for the Diploma in Education, various first degrees, the M.Ed. and Litt.B. degrees, and is involved in the supervision of postgraduate research degrees.

The areas of interest in which appointments are invited include human development; educational psychology, the social psychology of the classroom, the study of teaching and teaching skills, the sociology of the school, childhood socialisation, cognitive processes and exceptional children. It is intended that one appointment will be specifically in the area of human development. Appointees will be responsible for organising and teaching courses to both internal and external students and will be expected actively to pursue research in their areas.

Salary ranges: Senior Lecturer, $A15,400 to $A17,900; Lecturer, $A11,330 to $A15,100.

Appointment can be made to the permanent staff but the University reserves the right to make the appointments probationary where it considers this appropriate.

Conditions include provision for travel and removal expenses. In addition, superannuation is available together with assistance in buying or building a home. Study Leave grants are available and credit may be granted for existing study leave entitlement.

Applications should be addressed to the Staff Officer, University of New England, Armidale, New South Wales, 2351, Australia, and contain details of the candidate's academic record, other qualifications and details of professional experience. The names and addresses of at least two persons to whom reference may be made regarding the applicant's suitability should be given. Applications close 20 June, 1975.

Applicants in the United Kingdom and Europe should also forward an additional copy, by the same date, to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, from whom conditions of appointment may be obtained.

AUSTRALIA

JAMES COOK UNIVERSITY OF NORTH QUEENSLAND

Applications are invited for the following appointments:—

LECTURER IN EDUCATION
SECONDARY SCHOOL ENGLISH CURRICULUM STUDIES

Applicants should have basic qualifications in education and, preferably, a higher degree, together with significant professional experience in the teaching of high school English. Additional experience in the development of English curricula would be an advantage.
Closing date 6 June, 1975.

LECTURER/SENIOR LECTURER IN CIVIL ENGINEERING

Applicants should have at least an honours degree and, preferably, a higher degree in Civil Engineering or a related field together with teaching and research and/or professional experience in geomechanics. The appointee will undertake teaching at undergraduate and postgraduate level and will participate in an active programme of research in the field of rock mechanics.
Closing date 27 June, 1975.

Salary ranges: Lecturer $A11,360 to $A15,100; Senior Lecturer $A15,400 to $A17,990 per annum. A locality allowance of $A143 per annum for a married male, or $A71 per annum for a single appointee also payable.

Further particulars, conditions of appointment and application forms obtainable from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London, WC1H 0PF.

AUSTRALIA

UNIVERSITY OF QUEENSLAND

J. D. STORY CHAIR OF PUBLIC ADMINISTRATION

The University invites applications for the J. D. Story Chair of Public Administration within the Department of Government vacant following the resignation of Professor R. W. Knight. Applicants should have high academic qualifications and appropriate experience.

The salary for a Professor is $A24,700 per annum and the University provides traveling and removal expenses, superannuation similar to F.S.S.U., Study leave and housing assistance.

Additional information and application forms are obtainable from the Secretary-General, Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications close 31st July, 1975.

BANGOR

UNIVERSITY COLLEGE OF NORTH WALES

Applications are invited for two posts of LECTURER in the DEPARTMENT OF ENGLISH. For one post preference may be given to applicants with special interests and qualifications in nineteenth-century literature. For the other post preference may be given to applicants with special interests in twentieth-century English literature, although an ability to teach American literature as well will be desirable if not essential.

Salary will be on the lower part of the scale, £2,118 to £4,896.

Further particulars of this post may be obtained from the Secretary and Registrar and applications (two copies) giving details of age, qualifications and experience, together with the names and addresses of three referees should be sent to reach the Secretary and Registrar, University College of North Wales, Bangor LL57 2DG, by 4th June, 1975.

BRISTOL

THE UNIVERSITY

DEPARTMENT OF PHYSICS

Applications are invited for three post-doctoral RESEARCH ASSISTANTSHIPS in any of the current research activities of the Department of Physics. Commencing salary up to £2,580 per annum (plus threshold supplement of £229 per annum) within the range £2,118 to £3,990. Appointments for one year initially with the possibility of renewal for a second year. One of the appointments may be extended beyond two years.

Applications accompanied by a curriculum vitae and the names of two referees should be sent by June 23rd, 1975, to Mr M. G. Smith, Department of Physics, Royal Fort, Tyndall Avenue, Bristol BS8 1TL.

BRISTOL

THE UNIVERSITY

DIRECTORSHIP OF THE SCHOOL FOR ADVANCED URBAN STUDIES

The University proposes as soon as possible to make an appointment to the DIRECTORSHIP of the School for Advanced Urban Studies which will become vacant on the 1st November, 1975, on the retirement of Professor Sir Colin Buchanan.

Suitably qualified candidates are invited to submit applications by the 11th June, 1975. Further particulars of the appointment may be obtained from the Secretary of the University, Senate House, Bristol BS8 1TH.

AUSTRALIA

UNIVERSITY OF ADELAIDE

Applications are invited for the following appointments:

SENIOR LECTURER in SURGERY initially to be located in the Department of Surgery unit at The Queen Elizabeth Hospital. Candidates should have a thorough training in general surgery, experience in medical undergraduate teaching and ability to undertake unsupervised original research. The particular interest of the unit is surgical gastroenterology, however those with other interests should not be dissuaded from applying (30th May, 1975).

LECTURER (MEDICAL SOCIOLOGY) in the Department of Community Medicine. An applicant should have a higher qualification and suitable teaching and research experience in social psychology or be a medical graduate with higher qualifications in social medicine. The Lecturer will be based in the University Department of Community Medicine at the Royal Adelaide Hospital and will have teaching responsibilities for an Introductory Course in Medicine in the Community for second and third year medical students. Research opportunities will be available in Community Health Centre practices affiliated with the Department (30th May, 1975).

SENIOR LECTURER in PAEDIATRICS from persons who have a medical qualification registrable in the State of South Australia, an appropriate higher qualification, suitable clinical experience, and a good research background (6th September 1975).

LECTURER (two) in COMMERCE from persons who hold a good first degree and who have demonstrated research ability. Applicants for one of the posts should have special interest and competence in marketing or organisation theory; preference will be given to those with subsidiary interests in quantitative methods, accounting or business finance. The other post is for a candidate with special interest in some area of accounting (27th June, 1975).

SENIOR LECTURER in ANATOMY and HISTOLOGY. A medical qualification registrable in South Australia is desirable. The Department of Anatomy and Histology teaches University students of Medicine, Dentistry and Science, and in addition Physiotherapy and Occupational Therapy students of the South Australian Institute of Technology. Research fields are cell biology, experimental embryology, neuroendocrinology, reproductive biology, and clinical anatomy. Persons with an interest in gross and clinical anatomy (medical graduates) are especially invited to apply (27th June, 1975).

Salary Scales: Senior Lecturer $A15,400-500(5)-17,900. Lecturer $A11,250-350(7)-15,100. (Plus a medical loading.)

Applications, in duplicate, giving particulars of age and marital status, details of academic record and experience, and the names and addresses of two referees, should be sent to the Registrar of the University at G.P.O. Box 498, Adelaide, South Australia 5001.

Further information available from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

AUSTRALIA

LA TROBE UNIVERSITY
Melbourne

CHAIR IN POLITICS

Applications are invited for an additional CHAIR in POLITICS within the School of Social Sciences. The two existing chairs in the Department of Politics are held by Professor R. M. Martin and Professor H. A. Wolfsohn. The new chair has been established in the area of Australian Politics in which the department has a strong interest and in which postgraduate studies are expanding. It is, therefore, expected that applicants would have both particular research interests and wide teaching experience in Australian Politics.

The date of commencement of the new appointment will be negotiated.

Salary: $A22,750.

Further information and application forms are available from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar, La Trobe University, Bundoora, Victoria, Australia 3083.

Applications close on 6 June, 1975.

DURHAM

THE UNIVERSITY

DURHAM UNIVERSITY BUSINESS SCHOOL

Applications are invited for a newly established post of LECTURER in MARKETING in the Durham University Business School. Preference may be given to candidates with industrial experience and/or research interests in industrial marketing. There will be an opportunity to teach at postgraduate, post experience and undergraduate levels.

Salary according to qualifications and experience will be on the Scale £2,118 to £4,896 per annum (under review) plus threshold payments and superannuation.

Further particulars from the Registrar and Secretary, Old Shire Hall, Durham DH1 3HP, to whom applications (three copies), naming three referees, should be sent by 9 June, 1975.

ESSEX

THE UNIVERSITY

LECTURER IN ECONOMICS

Applications are invited for the post of LECTURER (£2,118-£4,896) in the DEPARTMENT of ECONOMICS for appointment from 1 October, 1975.

Applications (six copies, quoting reference 88/43/THES) including a curriculum vitae and the names and addresses of two referees must reach the Registrar, University of Essex, Wivenhoe Park, Colchester, CO4 3SQ, from whom further particulars are available, by 31 May, 1975.

BRISTOL

UNIVERSITY OF BRISTOL UNION

STUDENT WELFARE OFFICER

Applications are invited for the above post on a 3 year appointment. The person appointed will be responsible on a full time basis or a full time term-time only basis, for the administration and development of the Student Welfare and Social Services for all student members. The appointment will be made on a salary scale £1,809 to £3,285 per annum (plus threshold agreement) depending on age and experience. The appointment may be suitable for a Graduate with relevant experience.

Applications, in writing should be made to the Permanent Secretary, University of Bristol Union, Queen's Road, Bristol BS8 1LN, by 2nd June 1975, from whom further particulars may be obtained.

CAMBRIDGE

THE UNIVERSITY

MATHEMATICAL STATISTICS

Applications are invited for a LECTURESHIP or ASSISTANT LECTURESHIP in MATHEMATICAL STATISTICS tenable from 1st October, 1975.

Further information from the Secretary of the Appointments Committee of the Faculty of Mathematics, Silver Street, Cambridge CB3 9EW, or from the Director of the Statistical Laboratory, 16 Mill Lane, Cambridge CB2 1SB. Telephone 65621, ext. 253.

Closing date, 28th June, 1975.

EDINBURGH

THE UNIVERSITY

CENTRE FOR EDUCATIONAL SOCIOLOGY

Applications are invited for TWO RESEARCH FELLOWSHIPS on an S.S.R.C.-funded programme directed by A. F. McPherson. The programme aims to widen participation in all stages of research in Scottish secondary and tertiary education and to study the relationships between knowledge and decision-making in education. Relevant specialisms include: the sociologies of education and of politics, public and educational administration and survey analysis. Both appointees will work to involve educationalists in all stages of a major research programme. In addition, one will also analyse the Centre's extensive survey data on the academic, occupational and social behaviour of school leavers and students 1962-75, whilst the other will monitor the programme's innovations in the light of Scottish decision-making generally. The latter post might well suit a College or University lecturer who intended to move eventually into educational administration. First hand experience of the Scottish educational scene would be invaluable. Such experience is not essential for the former post which ideally requires social science training and previous research experience.

Both appointments may be made at any point on the Ranges IA or II of the National Salary Structure for Research and Analogous Staff (i.e., to the top of the University Lecturer's scale). Exceptional circumstances might warrant a long-term secondment or an appointment in Range III. There is provision for superannuation. Appointments will commence in October, 1975, for four years.

Applications, giving full details of qualifications and experience and the names and addresses of two referees, should be sent, not later than 2nd June, 1975, to:

A. P. McPherson, Centre for Educational Sociology, 54 Buccleuch Place, Edinburgh, EH8 9LN, from whom further information may be obtained. Please quote reference 6020.

ESSEX

THE UNIVERSITY

DEPARTMENT OF ECONOMICS

RESEARCH AWARD

Applications are invited from suitably qualified candidates to work on the ECONOMICS of HEALTH CARE. The successful applicant will be required to register for a Ph.D.

The award will be for two years and the emolument will be a maximum of £1,130 per annum.

A curriculum vitae and the names and addresses of two referees should be sent to Professor Atkinson, Department of Economics, University of Essex, Wivenhoe Park, Colchester, CO4 3SQ.

ETHIOPIA

ETHIOPIAN AIR FORCE ACADEMY

Applications are invited for the post of ASSISTANT PROFESSOR in PHYSICS and CHEMISTRY. Applicants should be qualified in both subjects and have at least three years of teaching experience at University level. Duties are to be assumed in September, 1975. Salary: Eth$18,000 per annum (£1 sterling equals Eth$4.86). Family passages and accommodation provided. The appointment will be on a three year renewable contract.

Applications and enquiries to: The Dean, Faculty of Science, National University, P.O. Box 1176, Addis Ababa.

HULL

THE UNIVERSITY

DEPARTMENT OF ADULT EDUCATION

LECTURER IN SOCIAL STUDIES/INDUSTRIAL STUDIES

Applications are invited from GRADUATES in one of the SOCIAL SCIENCES with a special interest in industrial studies for a Lectureship in the Department of Adult Education.

Salary will be at a suitable point within the range £2,347 to £6,126 per annum plus FSSU/USS benefits.

Applications (six copies) giving details of age, qualifications and experience together with the names of three referees should be sent by 31st May, 1975, to the Registrar, The University of Hull, HU6 7RX, from whom further particulars may be obtained.

FIJI

UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited for the posts of (a) SENIOR LECTURER/LECTURER in BIOLOGY and (b) READER/SENIOR LECTURER in PHYSICS. Post (a) is for a Plant Ecologist but the person should have a wide interest in and ability to contribute to other areas of Biology. Candidates should have a Ph.D. and have demonstrated competence in both teaching and research since attaining the degree. The appointee will be expected to contribute at all three levels of degree teaching and to engage in research involving the natural resources of the region. For post (b) the duties will include:

(a) The development and teaching of courses in Physics which provide:

(i) An appreciation of the concepts of physics in the context of a general education in science with emphasis towards environmental science;

(ii) A preparation for teachers of general science and physics in the secondary schools of the region.

(b) The development of research in one or more areas of environmental physics.

(c) Assisting the Head of School in the overall administration and development of the school.

The post requires a physicist with proven University teaching and research ability with research interests preferably in Energy Resources or an area of Applied Physics such as soil or environmental physics, meteorology, hydrology, biophysics or physical oceanography.

Salary scales: Reader $F10,881 to $F10,881 per annum. Senior Lecturer $F7,994 to $F9,771 per annum. Lecturer $F5,852 to $F7,733 per annum (£1 Sterling = $F1.86). The British Government may supplement salaries of married appointees in range £500 to £702 per annum Sterling (normally free of all tax) and provide children's education allowances and holiday visit passages. This supplementation is unlikely to apply to an unmarried appointee. Supplementation rates are under review; new rates will apply from April 1st, 1975. Superannuation scheme: 10 per cent gratuity for contract appointments; partly furnished accommodation at rental of 10 per cent of salary.

Detailed applications (six copies) including a curriculum vitae, a recent small photograph and naming 3 referees, should be sent by 13th June, 1975, to the Registrar, University of the South Pacific, Box 1168, Suva, Fiji. Further particulars are available from this address.

FIJI

UNIVERSITY OF THE SOUTH PACIFIC

Applications are invited for the post of (a) SENIOR LECTURER or (b) LECTURER in MATHEMATICS. The appointee will be required to teach at all levels of the University's three year undergraduate programme. This includes courses in basic mathematics—analysis, statistics, computer mathematics and vector analysis—at the 100 level, with specialist courses in numerical analysis, linear algebra and differential equations at higher levels. Emphasis is placed throughout on using a computer to illustrate the numerical aspects of these topics. A postgraduate course in numerical analysis is offered when the demand is sufficient. The appointee will also be expected to take control of the computer services offered to the staff of the University and an ability to handle many and varied systems/programming projects in the areas of research and administration is essential. Experience in the preparation of large and complex timetables would be an advantage. In addition he will be required to instruct students in the programming languages for the University's own Hewlett Packard HP9100 Calculator and Burrough's L5000 Accounting Computer as well as providing instruction throughout in FORTRAN and COBOL for use with the Government ICL1902A Computer.

Salary scales: (a) $F7,994-$F9,774 per annum. (b) $F5,852-$F7,733 per annum. (£1 sterling equals $F1.86). The British Government may supplement the salary of a married appointee by £683 per annum (sterling) at Senior Lecturer level or in range £500-£682 per annum (sterling) at Lecturer level (normally free of all tax), and provide children's education allowances and holiday visit passages. This supplementation is unlikely to apply to an unmarried appointee. Supplementation rates are under review; new rates will apply from 1st April, 1975. Superannuation scheme, 10 per cent gratuity for contract appointments; partly furnished accommodation at rental of 15 per cent of salary.

Detailed applications (six copies) including a curriculum vitae, a recent small photograph and naming three referees, should be sent by 13 June, 1975, to the Registrar, University of the South Pacific, P.O. Box 1168, Suva, Fiji. Further particulars are available from this address.

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

LECTURESHIP IN EDUCATION with special reference to the Middle East

Applications are invited for the position of LECTURER in Education in the Department of Comparative Education and the Department of Education in Developing Countries. The post is a joint lectureship, and the appointee will take part in the teaching and general duties of both departments.

The qualifications required are recent experience of education systems in the Middle East, a knowledge of Arabic, and an academic background in a field relevant to the study of comparative education and for education in developing countries.

Salary on Lecturer scale £2,118 to £4,896, plus £300 London allowance plus £229 threshold, plus superannuation.

Application forms and further particulars are available from the Secretary, University of London Institute of Education, Malet Street, London WC1E 7HS, quoting reference L/ME. Completed applications must reach the Secretary not later than 16 June, 1975.

Universities continued

GLASGOW

UNIVERSITY OF STRATHCLYDE

Applications are invited from Honours GRADUATES for a LECTURESHIP in the DEPARTMENT of GEOGRAPHY. Interests in human geography and area studies would be an advantage.

Salary Scale £2,118 to £4,896 plus threshold payments and F.S.S.U./U.S.S. benefits. Placing on scale according to qualifications and experience.

Application forms and further particulars (quoting 21/75) may be obtained from the Registrar, University of Strathclyde, Royal College Building, 204 George Street, Glasgow, G1 1XW, with whom applications should be lodged by 24th May, 1975.

KENT

WYE COLLEGE
(University of London)

Temporary LECTURER/DEMONSTRATOR in the DEPARTMENT of HORTICULTURE in the field of LANDSCAPE ECOLOGY.

Applications are invited from GRADUATES in Botany, Horticulture or Forestry, for a temporary Lecturer/Demonstrator for the period from October 1st, 1975, to June 30th, 1976. Some teaching experience will be of advantage.

For further particulars and details of form of application, please write to the Secretary (THES), Wye College, Near Ashford, Kent TN25 5AH. Closing date for applications—19th June, 1975.

LANCASTER

THE UNIVERSITY

LECTURER IN PSYCHOLOGY IN THE DEPARTMENT OF SOCIAL ADMINISTRATION

Applications are invited for the post of LECTURER in PSYCHOLOGY in the recently established Department of Social Administration. The main responsibilities of the successful applicant will be to teach social and developmental psychology to social work students and introductory studies in psychology to social administration students.

Salary on the scale £2,118 to £4,896.

Further particulars may be obtained (quoting reference 877/B) from the Establishment Officer, University of Lancaster, University House, Bailrigg, Lancaster, LA1 4YW, to whom applications (five copies), naming three referees, should be sent not later than 6 June, 1975.

LEEDS

THE UNIVERSITY

SCHOOL OF HISTORY

Applications are invited for two temporary TEACHING POSTS in the School of History, one in MEDIEVAL HISTORY and one in early MODERN HISTORY (1400-1780). Both posts will be tenable for the six-month period 1 October, 1975, to 31 March, 1976.

Salary for the six-month period will be based on an annual rate within the range £2,118 to £2,412 (under review), plus Threshold payments.

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 8/3/Do. Closing date for applications, 31 May, 1975.

LEEDS

THE UNIVERSITY

DEPARTMENT OF THEOLOGY AND RELIGIOUS STUDIES

Applications are invited for a post of TEMPORARY LECTURER for a period of two years from October, 1975. Candidates should have special competence in the history of Christian theology, and an interest in church history would be an advantage.

Salary on the scale £2,118 to £4,896 plus threshold.

Application forms and further particulars may be obtained from the Registrar, The University of Leeds LS2 9JT, quoting reference number 19/1/D. Closing date 31st May, 1975.

LIVERPOOL

THE UNIVERSITY

SCHOOL OF BUSINESS STUDIES

Applications are invited for the post of LECTURER (Special Appointment) in the School of Business Studies. Candidates should be qualified to teach and conduct research in financial management.

Initial salary within the range £2,118 to £2,412 per annum on a scale rising to £2,777 per annum according to qualifications and experience.

Applications, together with the names of three referees should be received not later than 6th June, 1975, by the Registrar, The University, P.O. Box 147, Liverpool L69 3BX, from whom further particulars may be obtained. Quote ref. RV/471/THES.

LONDON

THE UNIVERSITY

GOLDSMITHS' CHAIR OF EDUCATION AT INSTITUTE OF EDUCATION ATTACHED TO GOLDSMITHS' COLLEGE

The Senate invite applications for the above CHAIR tenable at the Institute of Education and attached to Goldsmiths' College, from 1 October, 1975. Salary not less than £6,105 plus £350 London allowance and threshold supplement.

Applications (10 copies) should be received not later than 12 June, 1975, by the Academic Registrar (THES), University of London, Senate House, London WC1E 7HU, from whom further particulars may be obtained.

LONDON

THE UNIVERSITY

UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for an appointment as CHIEF EXAMINER in the G.C.E. examination as from June, 1977, in each of the following subjects:—

ADVANCED LEVEL BIOLOGY
ADVANCED LEVEL BOTANY

Applicants should be graduates between the ages of 26 and 55 with at least three years' recent teaching experience in the subject area. For the Biology appointment University teaching experience is desirable. For both posts experience in G.C.E. examining would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than June 6, 1975. Applicants should state the subject and post and enclose a self-addressed foolscap envelope.

LONDON

THE UNIVERSITY

ST. GEORGE'S HOSPITAL MEDICAL SCHOOL

In association with CHELSEA COLLEGE

Applications are invited for the post of ACADEMIC REGISTRAR in the new medical school at Tooting (due to open in 1976).

Experience of Registry work is essential, and it is desirable to have had experience of a medical school.

Salary scale £3,813 to £4,896 plus £399 per annum London Allowance and £229.68 Threshold supplement.

For further particulars apply to the Establishment Officer, St. George's Hospital Medical School, Blackshaw Road, London, SW17 0QT.

LONDON

THE UNIVERSITY

COURTAULD INSTITUTE OF ART

Applications are invited for a post of LECTURER in HISTORY of ART to teach European Art of the 17th Century. Exact area of specialisation within this field is not important but candidates must have a primary interest in the period, together with a research commitment towards it, as well as teaching ability.

Salary scale £2,118-£4,896 plus £390 London Allowance plus £229 threshold supplement. (Post is superannuable under U.S.S.).

Applications, giving curriculum vitae, list of publications and the names of two referees should be sent to the Registrar, Courtauld Institute of Art, 20 Portman Square, London, W1H 0BE, by 9 June, 1975. Interviews will take place early in July.

LONDON

WESTFIELD COLLEGE
(University of London)

LECTURER IN MATHEMATICS

The appointment will be for a period of three years with effect from 1st October, 1975, and will be made on one of the first three points of the Lecturer scale (at present £2,118 to £2,412 plus £399 London Allowance and threshold payments). Applicants should be qualified to contribute to teaching programmes in one or more of the fields of statistics, numerical analysis and operational research.

Applications (six copies) with the names of two referees to Dr. J. Buckingham, Personnel Officer, Westfield College (THES), Kidderpore Avenue, London NW3 7ST (from whom further details may be obtained) by 4th June, 1975.

LONDON

UNIVERSITY OF LONDON

GOLDSMITHS' COLLEGE
New Cross, London SE14 6NW

TEMPORARY LECTURESHIP IN SOCIAL POLICY AND ADMINISTRATION

One-year appointment, possibly renewable for one further year.

Applications are invited for the above appointment to teach on the University of London B.A. Honours Degree in Social Science and Administration with effect from 1st September, 1975. The successful applicant will join in teaching on the main Social Policy course and will assist in the development of a suitable option course.

The appointment will be made within the Lecturer II range, £2,670 by 10 increments to £4,476 per annum with additional threshold payments of approximately £230 and London Allowance of £351.

For further particulars write, enclosing a stamped addressed medium-size envelope, to the Personnel Officer, to whom applications should be sent by 6th June, 1975.

MANCHESTER

THE UNIVERSITY

TEMPORARY LECTURER IN COMPARATIVE RELIGION

Applications invited for this one year post, commencing October 1st. Salary range per annum: £2,118 to £2,880 plus threshold payments.

Further particulars and application forms (returnable by May 28th) from the Registrar, The University, Manchester, M13 9PL. Quote ref.: 90/75/THES

MANCHESTER

THE UNIVERSITY

LECTURESHIPS IN SOCIOLOGY

Applications are invited for two permanent and TWO ONE-YEAR temporary LECTURESHIPS in SOCIOLOGY. The department is particularly interested in candidates with research and teaching competence in the Sociology of modern Britain, in Urban Sociology and in quantitative methods; but candidates with interests in other fields of sociology will also be considered. One permanent appointment may be made within the initial range £2,118-£3,285 p.a.; all others will be made within the initial range £2,118-£2,580 plus threshold payments in each case.

Further details and application forms returnable by May 30th from the Registrar, The University, Manchester, M13 9PL.

Quote ref.: 92/75/THES, and state whether interested in the permanent or temporary posts or in both.

MIDDLESEX

BRUNEL UNIVERSITY

ROMAN HISTORY

RESEARCH ASSISTANT

Applications are invited for the post of RESEARCH ASSISTANT in Roman History. Candidates should be able to read classical Greek fluently and preferably should have done one or two years' research in Roman history. An interest in Greek inscriptions or papyri from the Roman period would be an advantage. Arrangements may be made for the assistant to do his own research part-time. The post is offered for one year in the first instance. Salary within the salary scale £1,809 to £2,757 plus £399 London Allowance and threshold payments. Closing date 30 May, 1975.

Applications to Professor K. Hopkins, Department of Sociology, Brunel University, Uxbridge, Middlesex. Telephone Uxbridge 37188, extension 824.

NIGERIA

THE UNIVERSITY
Ibadan

Applications are invited for the posts of PROFESSOR, SENIOR LECTURER and LECTURER in PHILOSOPHY. Salary scales: Professor N8,730 to N12,411 per annum (£6,021 to £8,560 per annum sterling). Senior Lecturer N6,895 to N8,730 per annum (£4,755 to £6,021 per annum sterling). Lecturer N5,350 to N6,905 per annum (£3,690 to £4,762 per annum sterling). £1 sterling equals N1.45. The British Government may supplement salaries in appropriate cases. Family passages; various allowances; superannuation scheme; biennial overseas leave.

Detailed applications (two copies), including a curriculum vitae and naming three referees, should be sent by airmail, not later than 12 June, 1975 to the Registrar, University of Ibadan, Ibadan, Nigeria. Applicants resident in United Kingdom should also send one copy to the Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

NIGERIA

THE UNIVERSITY
Ibadan

Applications are invited for the posts of SENIOR LECTURER, LECTURER and ASSISTANT LECTURER in CHEMISTRY. Salary scales: Senior Lecturer N6,895 to N8,730 per annum (£4,755 to £6,021 per annum sterling); Lecturer N5,350 to N6,905 per annum (£3,690 to £4,762 per annum sterling); Assistant Lecturer N3,980 to N5,340 per annum (£3,745 to £3,683 per annum sterling). £1 sterling equals N1.45. The British Government may supplement salaries in appropriate cases. Family passages; various allowances; superannuation scheme; biennial overseas leave.

Detailed applications (two copies), including a curriculum vitae and naming three referees, should be sent by airmail not later than 12 June, 1975, to the Registrar, University of Ibadan, Ibadan, Nigeria.

Applicants resident in the United Kingdom should also send one copy to the Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

OXFORD

THE UNIVERSITY

IMPERIAL CANCER RESEARCH FUND READERSHIP IN CANCER STUDIES

The electors intend to proceed to a first election to the Imperial Cancer Research Fund Readership in Cancer Studies, to be associated with the Department of the Regius Professor of Medicine. The stipend of the reader will be on the scale £4,707 to £5,976 a year (or if medically qualified, on the scale £5,466 to £6,861) plus threshold payment of £229.

Further particulars may be obtained from the Registrar, University Registry, Broad Street, Oxford OX1 3BD, by whom applications (10 copies), naming three referees, but without testimonials, should be received not later than 14 June, 1975.

OXFORD

THE UNIVERSITY

MERTON PROFESSORSHIP OF ENGLISH LITERATURE

The electors intend to proceed to an election to the MERTON PROFESSORSHIP of ENGLISH LITERATURE, which will fall vacant on 1 October 1976. The stipend of the professor will be £7,098 a year, plus threshold payment of £229.

Further particulars may be obtained from the Registrar, University Registry, Broad Street, Oxford OX1 3BD, by whom applications (nine copies) naming three referees, but without testimonials, should be received not later than 21 June 1975.

NIGERIA

THE UNIVERSITY
NSUKKA

VACANCIES

Advert. Ref. UNN 88A/ARTS/MUSIC/75/1

DEPARTMENT OF MUSIC

(a) PROFESSOR
(b) READER
(c) SENIOR LECTURERS
(d) LECTURERS/ASSISTANT LECTURERS
(e) TUTORS
(f) INSTRUMENTS TECHNOLOGISTS

Qualifications and duties

(a) PROFESSOR:
Candidates must possess advanced (preferably doctorate) degree in Music and any other appropriate professional qualification such as L.R.A.M. or A.R.C.M. (or equivalent) with at least 10 years' University teaching experience, with Research or Creative work. Candidates must have high quality in conducting and in at least one instrument or in Voice. Teaching experience in schools or colleges or as a professional musician will be an advantage.

Successful candidate will be responsible for lecturing, coaching, rehearsing, performing, leading seminars, examining, and committee work.

(b) READER:
Candidates must possess advanced (preferably doctorate) degree in Music plus a Diploma in Education or L.R.A.M. (or equivalent) with at least seven years' University teaching/research experience. Experience in Creative or Editorial work or Teaching experience in schools or colleges as a professional musician will be an advantage. Candidates must also have high ability in any one of the following: instrumental, vocal, conducting, folk transcription, Musico-Technological.

Successful candidate will lecture, perform, conduct research, and examine.

(c) SENIOR LECTURERS
Candidates must possess a Master's degree in Music (or B.Mus. of Oxford or its equivalent) plus a Diploma in Education or L.R.A.M. (or equivalent) with at least five years' University teaching experience. Experience in Creative Music or Research or as a professional Musician or as a Secondary School Music Master will be an advantage.

Successful candidates will be engaged in lecturing, teaching, coaching, performing, examining, and committee work.

(d) LECTURERS/ASSISTANT LECTURERS
Candidates must possess a higher degree in Music plus a Diploma in Education or L.R.A.M. (or equivalent) with at least three years' experience in Schools or Colleges of Education. Experience in Creative Music or research, or teaching experience in Primary or Secondary Schools will be an advantage.

Successful candidates will be engaged in teaching, lecturing, rehearsing, performing, and Committee work.

(e) TUTORS
Candidates must possess the L.R.A.M. or A.R.C.M. (or equivalent) plus a Diploma in Education and/or a Degree in Music with at least three years' teaching experience combined with professional musical appearances; versatility and adaptability for taking groups besides taking individuals will be an advantage. Candidates must also have high ability in a specialist field together with high teaching aptitude.

Successful candidates will take part in teaching and coaching in Instrumental and/or vocal work.

(f) INSTRUMENTS TECHNOLOGISTS
Candidates must possess the certificate in Musical Instrument Technology of L.C.F. (London College of Furniture) or equivalent. Certificate holders in Pianoforte Tuning and Maintenance (L.C.P.) may be considered only for Junior appointment. Candidates must have at least three years' experience in maintenance of pianos, harpsichords, strings and brass. Electrical knowledge is also desirable. Diploma in Education or L.G.S.M. (or equivalent) will be an added advantage for applicants seeking more senior grades. Candidates must have capacity for hard work in an exciting growing Department. Adaptability to varying instrument maintenance problems in a rather isolated environment will be an advantage.

Successful candidates will be responsible for the maintenance and repairing of musical instruments (in tropical climate).

Salary Scales: Professor: Scale 8A 8/6 N8,730; N9,450; N10,260; N11,025; N9,819; 10,683; 11,547; 12,411.

Reader: Scale 8A 4 N7,760; 8,170; 8,580; 8,990; N9,400; 9,810.

Senior Lecturer: Scale SA 3 N6,898; 7,262; 7,629; 7,996; N8,363; 8,730.

Lecturers: Scale SA 1 N5,448; 5,737; 6,029; 6,321; N6,613; 6,905. Scale 10 N5,350; 5,470; 5,590; 5,710; N5,830; 5,950; 6,070; 6,190; N6,310; 6,430.

Assistant Lecturers: Scale 09 N3,980; 4,130; 4,280; 4,330; N4,580; 4,730; 4,880; 5,030; N5,180; 5,340.

Tutors, Instruments Technologists: Scale 08 N2,760; 2,913; 3,066; 3,219; 3,372; 3,525; 3,678; 3,831; 3,984; 3,980.

Note: N1 U.S. $1.60, N1 £0.678 (sterling).

Conditions of Service: Fare paid for appointee, wife and up to five children under eleven years of age on appointment, leave after 21 months' tour, and on termination for expatriates. Eight weeks annual leave with local leave allowance for indigenous staff. Children and car allowances, superannuation scheme, free medical services, part-furnished accommodation at standard rates.

Method of Application: Ten copies of typewritten application giving details of educational and professional qualifications, institutions attended with dates, experience showing institutions with dates, nationality, marital status, age, publications (if any) and names and addresses of three referees competent to attest to candidate's professional ability, to the Personnel Officer, University of Nigeria, Nsukka, East Central State, Nigeria, from whom further details of duties and other information not fully covered in the advertisement may be obtained.

Closing Date: 4th June 1975

NORWICH

UNIVERSITY OF EAST ANGLIA

Applications are invited from graduates with administrative experience, preferably in a university, for appointment as SENIOR ADMINISTRATIVE ASSISTANT in the academic administration of the university. The appointment will be in one of the schools of studies and will be tenable from August 1, 1975, or as soon as possible thereafter.

The salary will be on a scale with a maximum of £5,790, plus threshold payments and F.S.S.U./U.S.S. benefits.

Applications (one copy only) giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich NR4 7TJ, not later than June 9, 1975, from whom further particulars may be obtained.

NOTTINGHAM

THE UNIVERSITY

LECTURER IN EDUCATION

Applications are invited for the post of LECTURER in EDUCATION in the School of Education. It is hoped to appoint from 1st September, 1975 but a later appointment will be considered.

Candidates should be well qualified GRADUATES in GEOGRAPHY with good experience in secondary schools and be able to contribute to both the practical and academic sides of initial training.

The successful candidate will also be expected to share in the general work of the School of Education in the areas of research, higher degree teaching and in-service provision.

Salary on a scale rising to £4,896, but the appointment will be made initially within the first six points of the scale £2,118, £2,347, £3,412, £2,580, £2,767, £2,931.

Further details and forms of application returnable as soon as possible are obtainable from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Reference 430.

NOTTINGHAM

THE UNIVERSITY

DEPARTMENT OF ENGLISH

Applications are invited for a LECTURESHIP in ENGLISH DRAMA in the Department of English Studies. The Lecturer will be required to take a main part in undergraduate teaching and graduate research in Elizabethan and Jacobean drama, and to help in developing the use of the new Arts Faculty Performing Arts Studio. Salary within the range £2,118-£4,896 per annum.

Forms of application returnable not later than 31st May, from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Reference 427.

ST. ANDREWS

THE UNIVERSITY

DEPARTMENT OF PHYSIOLOGY

Applications are invited for a post of RESEARCH ASSISTANT as part of an M.R.C. project award to study the effects of the cell nucleus on sodium pump production in cultured cells. The appointment will be for two years from 1st October, 1975, at a salary within the range £2,118 to £2,247 to £2,412, plus threshold payments (£230). Candidates should possess a Ph.D. in an appropriate field of study.

Applications with the names of two referees should be sent by 31st May, 1975, to Professor J. F. Lamb, Department of Physiology, The University, St. Andrews, Fife KY16 9TS, from whom further details are available.

SALFORD

THE UNIVERSITY

SENIOR ASSISTANT REGISTRAR

Applications are invited from GRADUATES or holders of an equivalent qualification for the post of SENIOR ASSISTANT REGISTRAR in the Academic Division of the Registrar's Department. The successful candidate will be responsible for the work of a section concerned with committee and faculty board servicing, publications, information services, postgraduate student administration and short advanced courses.

Salary within the scale £4,707-£5,976 p.a., plus £230 per annum threshold payments.

Further particulars from the Registrar, University of Salford, Salford M5 4WT, to whom applications giving details of age, qualifications, experience and the names and addresses of two referees should be sent by 30 May, 1975, quoting reference A/470/TED

SHEFFIELD

THE UNIVERSITY

LECTURER IN LAW

Applications are invited for the above post tenable from 1 October 1975. Initial salary in the range £2,118 to £2,580 on the scale £2,118-£4,896 with threshold and superannuation provision.

Further particulars from The Registrar and Secretary, The University, Sheffield S10 2TN, to whom applications should be sent by 6 June 1975. Please quote ref: R 216/DI.

SUSSEX

THE UNIVERSITY

CHAIR OF PHILOSOPHY

The University intends to make an appointment to a CHAIR of PHILOSOPHY from January, 1976, or as soon as possible thereafter.

Salary will be not less than £6,700 per annum with F.S.S.U./U.S.S. benefits. The University invites enquiries from persons who may wish to be considered.

Such enquiries (which will be treated in confidence) should be addressed to the Establishment Officer, University of Sussex, Sussex House, Falmer, Brighton BN1 9RH, to whom applications should be sent by 23rd June, 1975.

SHEFFIELD

THE UNIVERSITY

DEPARTMENT OF GEOGRAPHY

Applications are invited for two positions of LECTURER in the above Department, tenable from 1st October, 1975. Among the particular fields of interest within which it is hoped to make appointments are: RESOURCE MANAGEMENT, HYDROLOGY, REGIONAL SCIENCE, REMOTE SENSING and BIOGEOGRAPHY, but candidates with interests in any branch of physical or human geography are invited to apply. Initial salary in the range £2,118-£2,580 on the scale £2,118-£4,896 with threshold and superannuation provision.

Further particulars from The Registrar and Secretary, The University, Sheffield S10 2TN, to whom applications should be sent by 6th June, 1975.

Please quote Ref. R215/DI.

SHEFFIELD

THE UNIVERSITY

FACULTY OF LAW

LECTURER IN CRIMINOLOGY

Applications are invited for the above post tenable from 1st October, 1975. Candidates may be from backgrounds in any discipline relevant to Criminology. An ability to teach at the postgraduate level is essential, and a special interest in research methods and the philosophy of social science is highly desirable. Initial salary in the range £2,118-£3,656 on the scale £2,118-£4,896.

Further particulars from the Registrar and Secretary, the University, Sheffield S10 2TN, to whom applications (6 copies) should be sent by 30th May, 1975.

Quote Ref. R.217/DI.

SHEFFIELD

THE UNIVERSITY

DIVISION OF EDUCATION

LECTURER IN MATHEMATICS/TECHNOLOGY

Applications invited for above post, tenable from 1 September, 1975, or a date to be arranged, to share in teaching for Postgraduate Certificate, M.Ed. degree in Educational Studies (part-time) and help in supervision of higher degrees. Candidates should hold qualifications in mathematics and statistics and have experience of teaching in schools or in further education. Statistical skills particularly important. Initial salary in the range £2,118 to £2,580 on the scale £2,118-£4,896 with U.S.S. provision.

Further particulars from the Registrar and Secretary, The University, Sheffield S10 2TN, to whom applications (five copies) should be sent by 6 June, 1975. Quote Ref. R.218/DI.

SHEFFIELD

THE UNIVERSITY

BUILDING MAINTENANCE OFFICER

Salary range £3,813 to £4,896 (Administrative Staff Grade II)

Applications are invited from persons holding a suitable professional qualification for this senior appointment in the University Administration. The person appointed will head the Section of the Buildings Department responsible for the maintenance of the fabric of the University and will be directly responsible to the Surveyor. Candidates will be expected to have proven administrative ability and considerable experience of the building industry. It is anticipated that a replacement will be in post by not later than October next.

Further particulars from the Registrar and Secretary, The University, Sheffield S10 2TN, to whom applications (one copy only) should be sent by 6 June, 1975 (quote ref. R.219/DI).

SURREY

THE UNIVERSITY

DEPARTMENT OF CHEMICAL PHYSICS

Applications are invited for a POST-DOCTORAL FELLOWSHIP on the STRUCTURE and NITRATION of some AZA-SUBSTITUTED ADAMANTANES. The work involves using modern spectroscopic techniques and all Valence Electron Molecular Orbital Calculations in collaboration with Dr. G. A. Webb. Preference will be given to candidates having some synthetic as well as instrumental experience.

Salary will be within the range: £2,118 to £2,412 plus £229 Threshold Payments. Superannuation under USS conditions.

Applications in the form of a curriculum vitae, including the names and addresses of two referees, should be sent to Dr. G. A. Webb, Department of Chemical Physics, University of Surrey, Guildford, Surrey GU2 5XH.

SUSSEX

THE UNIVERSITY

LECTURER IN LAW

Applications are invited for the post of LECTURER in LAW in the School of English & American Studies from 1st October, 1975. The successful candidate will be expected to teach contract and tort for the BA and LLB degrees. In addition, he should have an interest in land law (embracing landlord and tenant law or planning law) and/or welfare law. He will be expected to play a full part in the continued expansion of law studies at Sussex.

Initial salary will be on the Lecturer scale (£2,118 to £4,896 per annum), probably in the lower part, plus threshold payments and FSSU/USS.

Further particulars and application forms, returnable by 31st May, 1975, are obtainable from the Establishment Section, Office of Arts & Social Studies, Arts Building, University of Sussex, Brighton BN1 9QN (Brighton 66755, extension 712, Miss Holland) quoting reference 403/3.

Universities continued

SUSSEX
THE UNIVERSITY

SALTY AND HABITABLES PRODUCTION OFFICER

Applications are invited for the above post from graduates with qualifications in Science or engineering, experience in laboratories, and with interest in and experience relevant to all matters of safety in a University campus, including early radiological precaution. In accord with the high responsibility the University attaches to this appointment, it will carry the status and salary of Grade 5 in the University (currently £3,327 to £4,026 per annum inclusive threshold) with F.S.S.U. benefits.

Forms of application and further particulars of this and other appointments from the Establishment Officer, The University of Sussex, Falmer, Brighton, BN1 9RH, quoting date 27th May.

SUSSEX
THE UNIVERSITY

COGNITIVE STUDIES PROGRAMME

ARTIFICIAL INTELLIGENCE RESEARCH FELLOWS

COMPUTER VISION

Applications are invited for three posts to start as soon as possible after 1st July, 1975.

TWO POST-DOCTORAL RESEARCH FELLOWSHIPS in ARTIFICIAL INTELLIGENCE PROGRAMMING ASSISTANT

for a three-year project entitled "Computational Theories of Visual Perception", funded by the Science Research Council.

Initial salaries will be within the range £2,418 to £3,492 per annum on the scale £2,010 to £3,999 per annum plus London Allowance of £300 per annum.

Applications, giving details of qualifications, experience and publications should be sent to Dr. A. Sloman, Cognitive Studies Programme, School of Social Sciences, University of Sussex, Brighton BN1 9QN, Brighton 66755, ext. 2561. There is no deadline for applications should be submitted as soon as possible.

WARWICK
THE UNIVERSITY

RESEARCH STUDENTSHIP IN STATISTICS

Applications are invited for a S.R.C. studentship in the Department of Statistics, tenable from 1st October, 1975. Those candidates who have already taken, or are taking, a Master's degree or M.Sc. in Statistics are especially invited. Candidates should be interested in pursuing research leading to a Ph.D. in either Statistical Theory and Methods or Operational Research. Applications, including the names of two referees, should be sent to Professor D. R. Bellhouse, University of Warwick, Coventry CV4 7AL.

WARWICK
THE UNIVERSITY

POSITION OF RESEARCH FELLOW IN MOLECULAR BEAM SCATTERING

Applications are invited for an S.R.C. POSTDOCTORAL RESEARCH FELLOWSHIP in the Department of Molecular Sciences to work on the investigation of four centre bimolecular reactions. This will include experimental work using an existing crossed molecular beam apparatus at the Atomic Research Centre and the calculation of potential energy surfaces and scattering calculations. The applicant should have experience in high vacuum work and/or physics in molecular beams. The post is available immediately and will be for one year in the first instance with the possibility of renewal for a further two years. The starting salary will be in the range £2,670 to £3,492 per annum according to qualifications and experience.

Application forms and further particulars from the Academic Registrar, University of Warwick, Coventry CV4 7AL, quoting Ref. No. 38/J/75.

WEST INDIES
THE UNIVERSITY
Trinidad

Applications are invited for the post of Dr. LECTURER in Civil Engineering. Applicants should be corporate members of the Institution of Civil Engineers and be able to teach Structures and Hydraulics. Salary will be in the range TT$19,728 to TT$24,240 per annum, plus gratuity equal to 16⅔ per cent of salary. Increments commence with appointment at the minimum point, but credit may be given for approved experience. Passage benefits will be paid for appointees recruited overseas. Contract terms will be for a period of three years in the first instance.

Further applications (six copies) including a curriculum vitae and naming three referees should be sent as soon as possible to the Secretary, Appointments Committee, The University, St. Augustine, Trinidad, West Indies. Further particulars for this post will be sent to all applicants.

TRINIDAD
THE UNIVERSITY OF THE WEST INDIES

Applications are invited for the post of Dr. HEAD OF THE DEPARTMENT OF CHEMICAL ENGINEERING.

Applicants should be graduates in Chemical Engineering, with a Master's degree or Ph.D. and have had considerable experience in the design, operation and control of chemical plant. Salary will be in the range TT$31,200 to TT$37,536 per annum. All existing scales TT$3,900 x 144 - 4,548 x 156 - 5,016. Furnished accommodation will be let by the University at a rental of 10 per cent of salary. However, the staff member provides his own accommodation he will be paid a housing allowance of 20 per cent of his pensionable salary. Family passages, study and travel grant.

Detailed applications (six copies) including a curriculum vitae and naming three referees should be sent as soon as possible to the Secretary, Appointments Committee, The University of the West Indies, St. Augustine, Trinidad. Further particulars for this post will be sent to all applicants.

SOUTH AFRICA
UNIVERSITY OF THE WITWATERSRAND

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

LECTURER or SENIOR LECTURER IN ORGANIZATIONAL BEHAVIOUR

Applications are invited for appointment to the above Duties. The teaching of Organizational Behaviour on the M.B.A., Post-graduate Diploma in Management and Executive Programmes.

Qualifications: Lecturership: a first degree in behavioural science, psychology, sociology or industrial relations, etc.; and a Master's degree or equivalent (which may be in progress). Senior Lecturership: a Master's degree or equivalent, as above, and a Ph.D. or D.B.A. Experience in organization development and consultancy would be an advantage.

Salary: Senior Lecturer: R5,328 to R6,600 per annum. Lecturer: R3,996 to R5,328 per annum. Initial salaries will be fixed according to qualifications and experience.

Closing date: Suggested applicants (by name) should be submitted to the Registrar, University of Witwatersrand, 2001 Jan Smuts Avenue, Johannesburg, 2001, South Africa, not later than 15th June, 1975.

Applications will be invited from suitable candidates in due course on the basis of a detailed curriculum vitae and the names of three referees. Applications should be sent to the Registrar, University of Witwatersrand, 2001 Jan Smuts Avenue, Johannesburg, 2001, South Africa, not later than 15th June, 1975.

MANCHESTER
THE UNIVERSITY OF MANCHESTER INSTITUTE OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF CHEMICAL ENGINEERING

RESEARCH STUDENTSHIPS at S.R.C. rates are available to good honours graduates in the following areas:—

Engineering Mathematics—stochastic processes in transport phenomena

Physical Chemistry—thermodynamics of solutions and transport properties

Distillation and Absorption—heat and mass transfer in absorption and distillation separation processes

Condensation of Mixed Vapours—condensation of mixed vapours from inert gas

Unique pilot plant and instrumentation facilities are available in the Separation Processes Laboratory.

Please send a curriculum vitae with your request for further details and an application form to Professor P. L. Silvester, Department of Chemical Engineering, U.M.I.S.T., P.O. Box 88, Manchester M60 1QD.

MANCHESTER
THE UNIVERSITY OF MANCHESTER INSTITUTE OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF CHEMISTRY

Applications are invited from suitably qualified graduates for research studentships leading to the degree of Doctor of Philosophy in the following areas:—

The project will be concerned with the synthesis and study of the properties of some novel macrocyclic ligands and their complexes with transition metal ions.

The project will be concerned with the synthesis and study of the properties of some novel macrocyclic ligands and their complexes with transition metal ions.

Applications should be sent as soon as possible to Professor R. Grigg, Department of Chemistry, University of Manchester Institute of Science and Technology, P.O. Box 88, Manchester M60 1QD.

SHEFFIELD
THE UNIVERSITY

Applications are invited from graduates in Chemistry for the following research studentships in the Department of Chemistry:

Applications should be sent as soon as possible to Professor R. Grigg, Department of Chemistry, University of Manchester Institute of Science and Technology, P.O. Box 88, Manchester M60 1QD.

MANCHESTER
THE POLYTECHNIC
DEPARTMENT OF MANAGEMENT

MATHER FELLOWSHIP

Applications are invited for the post of RESEARCH FELLOW in conduct research in the area of Management Development. The project is concerned with the decision making processes involved in investor managers in management development activities. The research, which will relate relevant theoretical areas to the practical problem of identifying initiatives, will be undertaken in collaboration with the Management Teacher Development Unit of the University of Lancaster.

The appointment is for a maximum period of 3 years.

Salary scale £2,321 to £2,575 plus £230 per annum threshold payment.

For further particulars and application form (returnable by 6 June, 1975) please send a self addressed envelope marked "M.A.T." to the Secretary, Manchester Polytechnic, Lower Ormond Street, Manchester, M15 6BX.

READING
THE UNIVERSITY
MAFF RESEARCH STUDENTSHIP

SOIL SCIENCE. A MAFF research STUDENTSHIP is available for work on either (1) effects of mechanical stress on soil structure and soil pore space, or

(2) MICROMORPHOLOGY and structural stability.

Address applications, and requests for further details, to Head of Department, Soil Science Department, University of Reading, London Road, Reading RG1 5AQ.

SHEFFIELD
THE UNIVERSITY

DEPARTMENT OF CHEMICAL ENGINEERING AND FUEL TECHNOLOGY

POSTDOCTORAL RESEARCH FELLOWSHIP

Applications are invited for the above fellowship, financed by a grant from the Science Research Council, tenable for up to three years from 1 October, 1975.

The Fellowship is concerned with a continuing study of particle-fibre interactions in continuously rained fabric dust filtration and will involve the application of experimental techniques as well as the development of relationships for the non-stationary filtration.

Initial salary up to £5,289 a year, according to age and experience, plus threshold and superannuation, on the scale for research and analogous staff. Applications, giving the names of two referees by 17th June, to Professor D. Harrison, Department of Chemical Engineering and Fuel Technology, The University, Sheffield S1 3JD, from whom further particulars may be obtained. Quote Ref. R215 DI.

SHEFFIELD
THE UNIVERSITY

Applications are invited from graduates in Chemistry for the RESEARCH STUDENTSHIPS mentioned below, tenable for two years from 1 October, 1975, in the FACULTIES of ARTS or LAW or SOCIAL SCIENCES or DEPARTMENTS of ARCHITECTURAL and URBAN PLANNING, or REGIONAL PLANNING, commencement may be delayed until 1 January, 1976, or 1 April, 1976, if necessary. Applications should be submitted as soon as possible and not later than 15 June, 1975.

Further particulars and application forms obtainable from the Registrar and Secretary, The University, Sheffield S1 4DN. Closing date 15 June, 1975. Quote reference R.209/DI.

Polytechnics

Ulster College / Northern Ireland Polytechnic

CENTRE FOR MANAGEMENT EDUCATION

LECTURER II/SENIOR LECTURER: ORGANISATIONAL AND BEHAVIOURAL STUDIES

To teach Organization Analysis, and Human Behaviour in Organizations in the DMS and other courses.

Applicants should have a background of relevant academic qualifications with some managerial and management teaching experience.

SALARY SCALE:-
LECTURER II/SENIOR LECTURER
£2,670-£4,206 (Efficiency Bar)
£5,010 (Work Bar)-£5,412

The starting salary may be at any point of the scale. Normally this would be within £2,670-£4,206 but for persons of appropriate qualifications and experience this would be at a higher point.

All scales are subject to an additional £229 threshold payment and are under review with effect from 1st April, 1975.

The Polytechnic occupies a semi-rural position on a 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal expenses.

Further particulars and application forms which must be returned by May 30 may be obtained by telephoning Whiteabbey 65131, ext. 2243, or by writing to:

The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Newtownabbey, Co. Antrim, BT37 0QB

Leicester Polytechnic

School of Business
Social Sciences & Law

(1) Lecturer Grade II in ECONOMICS

(2) Lecturer Grade I or II in LAW

Candidates should be academically or professionally qualified, with appropriate experience.

Salary: Lecturer I: £1,869-£3,633 p.a.
Lecturer II: £2,670-£4,476 p.a.
with merit bar possibility.
Plus threshold payments.

(3) Research Assistant in Politics

to assist in a study of local government processes.
Candidates should have an appropriate first degree and some acquaintance with behavioural methodology.
Salary: £1,995-£2,247 p.a.

Apply for further details and application forms to: Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester, LE1 9BH.

Fellowships and Studentships

ABERYSTWYTH
THE UNIVERSITY COLLEGE OF WALES

DEPARTMENT OF PHYSICS

Applications are invited for postgraduate work in the Department of Physics for session 1975-76. The Science Research Council is prepared to offer to suitable candidates a limited number of research studentships for consultancy and basic research and studies of atomic collisions in plasmas, stars, and radiation events, and the flow of non-Newtonian fluids.

Applications are also invited for an advanced Course Studentship for an M.Sc. course on the physics of the Atmosphere.

Applications to Professor D. R. Bates, F.R.S., or Professor D. G. Fleming, Ph.D., Department of Physics, The University College of Wales, Aberystwyth.

LONDON
UNIVERSITY OF LONDON KING'S COLLEGE

N.E.R.C. RESEARCH STUDENTSHIP IN ZOOLOGY

Applications are invited from British graduates to hold good honours degrees in zoology or related subjects to enable them to undertake research leading to the Ph.D. degree sponsored by the Natural Environment Research Council. A studentship will be available for three years from 1st October, 1975, for experimental study of mobility in prey and mimicry and mimicry in predators in the host/parasite relationship.

The successful candidate will be considered for membership of Bedford College in the University of London, and will have an interest in genetic studies.

Details of application forms and properties should be addressed to: Professor J. Arthur, Department of Zoology, King's College, London WC2R 2LS, to whom they should be returned not later than 31st May, 1975.

OXFORD
UNIVERSITY COLLEGE

FELLOWSHIP IN CLASSICS

University College proposes to elect a FELLOWSHIP IN CLASSICS with effect from October 1st, or at the latest, the following January. The Fellowship will be held in both University (C.U.C.A.T.) and College posts. Candidates will be required to teach both Greek and Latin language and literature in Honour Schools of Literae Humaniores and Classics, and Modern Languages. Further particulars of the appointment may be obtained from the Secretary to the Electors, Miss Sarah Fuller, to whom applications should be sent as soon as possible, and not later than 31st May.

Applications should be accompanied by a short statement of the candidate's qualifications for the Fellowship and by the names of three referees.

Polytechnics

Vacancies at NELP

Anglian Regional Management Centre

Department of Management in the Public Services

Senior Lecturer in Education Management with interests in the areas of resource allocation, L.E.A. Administration, Behavioural Sciences or Personnel Management, required as soon as possible to work Diploma in Management Studies (Education) and Inservice programmes. *(Ref: S/AO.216A).*

Department of Student Services

Student Counsellor

Lecturer II. Applications are invited from educational, clinical or other appropriately qualified psychologists for the above post in an established counselling team. Experience in one or more of group therapy, behaviour modification or clinical diagnosis is essential. *(Ref: S/AO.249B).*

Salary Scales: Senior Lecturer £4,206-£5,412
Lecturer II £2,670-£4,476

(Plus appropriate London Weighting and Cost of Living Safeguard).

Application form and further details from: Academic Staffing Office (4), North East London Polytechnic, Forest Road, London E17 4JB. Telephone 01-527 2272 (ext. 157).

Closing date 3 June 1975. Please quote above reference no.

North East London Polytechnic
— a better place to be

DUNDEE COLLEGE OF TECHNOLOGY
Department of Building and Surveying

TWO LECTURESHIPS IN QUANTITY SURVEYING

Applications are invited from professionally qualified Quantity Surveyors with appropriate post-qualifying experience. Successful applicants will be expected to lecture at all stages in Quantity Surveying and in a selection of allied subjects. A knowledge of Scottish practice is desirable.

Salary scale: Lecturer (A) £2,670-£5,010 (Bar)-£5,412 (plus threshold payments); with initial placing dependent upon approved prior experience. These salary scales are at present under review. Financial assistance towards the cost of removal expenses may be payable.

Further particulars and forms of application are obtainable from the Principal, Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed forms of application should be returned not later than 14 days after the appearance of this notice.

GLASGOW COLLEGE OF TECHNOLOGY

DEPARTMENT OF SOCIAL SCIENCES

LECTURER IN PSYCHOLOGY

Candidates should have interests in the areas of perception, memory and learning, and experience in conducting practicals would be desirable. Duties will not only include lecturing on present CNAA Degree course but participation in the design and development of other Degrees.

Salary Scale: £2,670-£5,010 (bar)-£6,412, plus threshold payments (under revision).

Application forms and further details may be obtained from the Establishments Officer, Glasgow College of Technology, North Hanover Place, Glasgow, G4 0BA, to whom forms should be returned within 10 days of the appearance of this advertisement.

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Polytechnics

ABERDEEN ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

School of Pharmacy

LECTURER IN PHYSICAL PHARMACEUTICAL CHEMISTRY

with relevant academic, industrial or research experience.

Salary in range £2,670-£5,412 per annum (under review) plus Threshold agreement payments. Assistance with removal expenses.

Details from Director,

Robert Gordon's Institute of Technology
Schoolhill, Aberdeen AB9 1FR

Brighton Polytechnic

COMPUTER MANAGED SCIENCE COURSES— DEVELOPMENT OFFICER

Lecturer I/II

Tenable initially for 18 months from 1st September, 1975 in connection with the implementation of the Computer Assisted Management of Learning (CAMOL) Project planned under the National Development Programme in Computer Assisted Learning. The Development Officer will co-ordinate the project and ensure communication with interested Polytechnic departments, other institutions and the national CAMOL team. The initial salary will be within the range of:

Lecturer I £1,869-£3,633
Lecturer II £2,670-£4,476

plus threshold payment of £229 per annum.

Further details and application form returnable by 6th June, 1975 from the Bursar, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4GJ. Tel. 0273 67304 (please quote Ref. BS/B).

Leeds POLYTECHNIC
Department of Life Sciences

PRINCIPAL LECTURER FOR THE BIOLOGICAL SCIENCES

Applications invited from: Biologists, Physiologists, Pharmacologists, Cell Physiologists, Biochemists, and Microbiologists.

Salary Scale: £6001 - £6613 (bar) - £6429 Plus Threshold Agreement

Details from:
The Academic Officer, (BS.13)
Leeds Polytechnic,
Calverley Street,
Leeds LS1 3HE.
0532 41101

Closing Date:
6th June, 1975.

BIRMINGHAM
CITY OF BIRMINGHAM POLYTECHNIC

DEPARTMENT OF BUSINESS STUDIES AND FINANCE

Applications are invited for (1) LECTURER II/SENIOR LECTURER in MARKETING to teach on degree and diploma courses, to undertake research in physical distribution management or in consumer behaviour and to undertake consultancy work desirable.

Salary scales:
Lecturer II: £2,670 to £4,476.
Lecturer I: £1,896 to £3,633.

Further details and application forms (to be returned by 2nd June, 1975) from The Personnel Officer, City of Birmingham Polytechnic (THEB), Perry Barr, Birmingham B42 2SU.

OXFORD POLYTECHNIC

Applications are invited for the post of

Lecturer— Senior Lecturer

(£2,670 to £4,206 to £5,412)

in Public Administration/ Finance

Further particulars and application forms from Head of Dept. of Management & Social Sciences, Oxford Polytechnic, Oxford OX3 0BP.

LONDON
MIDDLESEX POLYTECHNIC

LECTURER II/SENIOR LECTURER IN LAW

Applications are invited from honours graduates for the post of Lecturer in Law. Preference will be given to candidates who possess a higher degree, professional or research qualifications, or who have had relevant teaching experience in the C.N.A.A. or other law degrees.

Candidates for the post should preferably be able to offer options in Land Law or Equity or Social Welfare Law.

Salary within range £2,937 to £5,079 plus threshold payments.

Further details available from the A. Hunt on 01-202 4272. Written letters of application should be sent to The Appointments Officer, Middlesex Polytechnic, Trent Park, Cockfosters Road, Barnet, Herts EN4 0PS, to whom completed forms should be returned within 10 days.

BRISTOL
BRISTOL POLYTECHNIC

Applications are invited for the following posts, duties to commence 1 September 1975, or as soon as possible thereafter.

DEPARTMENT OF COMPUTER STUDIES AND MATHEMATICS

LECTURER Grade II/SENIOR LECTURER in QUANTITATIVE STUDIES—Post Ref. No. 1431/92.

The vacancy is open to Lecturer in Quantitative Studies (Business Mathematics and Statistics) for courses leading to professional and degree qualifications in Accountancy and Finance.

The successful applicant will be expected to take part in the development of courses in this area and will have an opportunity to assist in the department's courses where appropriate.

LECTURER Grade II SENIOR LECTURER—Post Ref. No. 1431/96.

The Department teaches Mathematics with computing as a subsidiary subject and applications are invited from suitably qualified persons teaching experience would be an advantage.

SCHOOL OF RELATED STUDIES

ART/DESIGN HISTORIAN (LECTURER I Grade II/SENIOR LECTURER I—Post Ref. No. 1431/97.

Graduate Specialist with major interests in the period 1750—present required to teach courses in History and Theory of the visual arts, and to give historical dimension to current thinking and social objectives in design. Opportunity to develop original courses of academic substance and creative vitality, and make major contribution to the work of a Modular Degree course in Visual and Design.

The successful candidate will join an integrated team, who have developed a reputation for devotion their own specialisms.

Salary Scale: £2,670 to £4,206 (bar) to £5,010 (bar) to £5,412.

Further details and application forms to be returned by 30 May 1975 from and envelope addressed envelope marked with the appropriate reference number the Secretary, Bristol Polytechnic, Ashley Down, Bristol BS7 9BU.

Please quote appropriate post reference number in all communications.

MANCHESTER
THE POLYTECHNIC
JOHN DALTON FACULTY OF TECHNOLOGY

DEPARTMENT OF CHEMISTRY AND BIOLOGY

Applications are invited for the following posts:

SENIOR LECTURER IN BEHAVIOURAL PHYSIOLOGY/ ANIMAL PHYSIOLOGY (T.A01/74)

LECTURER II IN CELL BIOLOGY AND CYTOLOGY (T/303/74)

Applicants should be well-qualified academically, preferably holding an honours Degree or equivalent in Biology or Biological Sciences, together with appropriate graduate experience in research, industry or teaching. They should be prepared to teach on H.N.D. in Medical Laboratory Subjects, B.Sc. Honours in Biological Sciences, and C.N.A.A. Biol. courses.

Salary scales: Senior Lecturer, £4,005 to £5,010; Lecturer II, £2,670 to £4,476; Lecturer I, £2,670 to £4,206 plus threshold payments.

For further particulars and application forms (returnable by 31 May 1975) please send a self-addressed envelope marked with the appropriate reference number the Secretary, Manchester Polytechnic, Lower Ormond Street, Manchester, M15 6BX.

NIGERIA
KWARA STATE COLLEGE OF TECHNOLOGY Ilorin PMB 1375

HOTEL MANAGEMENT AND CATERING

The College is developing rapidly and offers considerable opportunities to persons with imagination and drive together with the rewards of pioneering in a growing institution.

Applications are invited for the post as PRINCIPAL LECTURER or SENIOR LECTURER in the Division of HOTEL MANAGEMENT and CATERING. Applicants should have obtained recognition in their profession and have considerable practical experience.

Salary will depend upon experience in the range: Nigerian equivalent of approximately Principal Lecturer, £4,140 to £5,040; Senior Lecturer, £4,500 to £5,500.

Emphasis is placed in practical industrial experience. Further allowances for furnished accommodation, advance for car purchase, car allowance, passages for family and provision is made for rouse leave, free medical service, 10 per cent gratuity.

Applications containing full career details and the names of three referees should be sent directly by airmail to the Principal, Kwara State College of Technology, Ilorin PMB 1375, Nigeria.

OXFORD
OXFORD POLYTECHNIC

Applications are invited for the following appointment:

LECTURER II/SENIOR LECTURER in ENGLISH LITERATURE. Pre-advertisement salary £2,670-£4,206.

Further particulars and application form from the Secretary, Department of Art and Languages, Oxford Polytechnic, Oxford OX3 0BP.

MANCHESTER
THE POLYTECHNIC
JOHN DALTON FACULTY OF TECHNOLOGY

DEPARTMENT OF MECHANICAL PRODUCTION AND CHEMICAL ENGINEERING

LECTURER II CHEMICAL or MECHANICAL ENGINEERING

Applications are invited from graduates in chemical or mechanical engineering able to teach the subject of control engineering. The ability to teach in other subject areas will be an advantage but is not essential. Applicants will possess, or have industrial and/or research experience.

Salary scale: £2,670 to £4,206 plus threshold payments.

For further particulars and application form (returnable by 31 May, 1975), please send a self addressed envelope marked "T.A.207/74" to the Secretary, Manchester Polytechnic, Lower Ormond Street, Manchester, M15 6BX.

SHEFFIELD
THE POLYTECHNIC

DEPARTMENT OF MANAGEMENT STUDIES

READER IN MANAGEMENT STUDIES

Applicants will be well qualified and experienced researchers with considerable backgrounds in management teaching, consultancy or industry.

The successful candidate will be expected to offer initiative and stimulus in further the development of research and higher degree work in the Department which has a rapidly growing commitment to work of this level.

Salary scale £5,817 to £6,429 plus threshold payment.

RESEARCH FELLOW IN MANAGEMENT INFORMATION SYSTEMS

A capacity to undertake independent research and to organise and coordinate a research programme in this emergent area is a prime requirement of the post.

The Research Fellow will be associated with a multi-disciplinary team of staff working on a new C.N.A.A. M.Sc. programme in Management Information Systems commencing in September, 1975.

DEPARTMENT OF APPLIED SOCIAL STUDIES

DEPARTMENT OF ECONOMICS AND BUSINESS STUDIES RESEARCH FELLOW IN SOCIO-LINGUISTICS

Applicants must be experienced researchers with qualifications in either Sociology or Psychology.

The successful candidate, working in conjunction with the South Yorkshire Project Service, will initiate action research into an aspect of pre-basian yel to be determined and will assume responsibility for providing research leadership for the Polytechnic's Socio-Legal Studies Unit.

The appointment of Research Fellow will be for an initial period of three years.

Salary scale: £3,206 to £4,010 (bar) to £4,212 plus threshold payment.

Application forms and further details obtainable from the Personnel Office, Sheffield Polytechnic, Bailiffs House, Psalter Lane, Sheffield, S11 8UB, to whom completed forms should be returned within 14 days.

SUNDERLAND
SUNDERLAND POLYTECHNIC

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL STUDIES

LECTURER GRADE II/SENIOR LECTURER IN GUIDANCE AND COUNSELLING

Applications are invited for the post of LECTURER in GUIDANCE and COUNSELLING. Candidates should be trained teachers with at least 1st qualifications in the field of guidance, counselling, human relationships or Social Psychology.

The person appointed will have the opportunity of teaching to Ed. level and of making a significant contribution to a new part-time C.N.A.A. course in the Teacher-Counselor.

LECTURER GRADE II/SENIOR LECTURER Timetabler in EDUCATIONAL STUDIES

Applications are invited for the post of Lecturer in Education Studies, (temporarily for one year, to replace a member of staff away on secondment). Candidates should be graduate teachers with an appropriate professional qualification. The person appointed will have an opportunity to work with teachers, particularly those in the students in the field of Educational and/or Social Psychology.

DEPARTMENT OF PHYSICAL EDUCATION AND COGNATIVE MOVEMENT

LECTURER GRADE II/SENIOR LECTURER in OUTDOOR EDUCATION

Applications are invited for this post in Outdoor Education. Candidates should be well qualified in Physical Education with Outdoor Activities, to lecture on Main Courses in Outdoor Education and Main and B.Ed. Degree Courses in Physical Education.

Applicants should have practical experience in Outdoor Activities, particularly Canoeing and should be able to offer a special area in Physical Education.

Salary scales:
Lecturer Grade II: £2,670 by £126 to £3,606 (efficiency bar) by £201 to £4,206 (efficiency bar) by £301 to £5,412.
Senior Lecturer £4,206 by £201 to £5,010 (responsibility bar) by £301 to £5,412 plus threshold payments.

Further particulars and an application form may be obtained from the Personnel Officer, Sunderland Polytechnic, Chester Road, Sunderland SR1 3SD, and should be returned

LONDON
THE POLYTECHNIC OF CENTRAL LONDON

SCHOOL OF THE SOCIAL SCIENCES AND BUSINESS STUDIES

LECTURER II in PHYSICAL GEOGRAPHY £3,060-£4,857 + Threshold Agreement.

To teach Physical Geography on B.A. Social Science and to assist with interdisciplinary team concerned with the Environment.

Details and application form from the Faculty Secretary, PCL, 309 Regent Street, London W1R 8AL. 01-580 2020 ext. 212.

Holidays and Accommodation

PROFESSIONAL COUPLE

returning from Europe, wish to rent flat in London. All or part furnished. Will pay £25 p.w. Write box No. 1913, THES, 5-7 D.O. Box, Graves Inn House, London, WC1X 8BZ

Colleges of Art

HUMBERSIDE COUNTY COUNCIL

Kingston upon Hull Regional College of Art

COMPLEMENTARY STUDIES INCLUDING THE HISTORY OF ART AND DESIGN

Two Lectureships in the History of Art and Design

Applications are invited from suitably qualified and experienced candidates for two new posts as Lecturer II in the History of Art and Design available from September 1975.

The first of the two posts will involve special responsibilities for Foundation Course students. Previous teaching experience in a similar context and a sympathetic understanding of the needs of Foundation Course students is desirable.

The second will involve a substantial contribution to the CNAA degree courses in Fine Art and Graphic Design, and good academic qualifications and teaching experience at a similar level are essential. Applications from candidates with specialised interests in some aspects of post-1945 art and design history would be particularly welcome.

Salary for both posts: Lecturer II Scale £2,670-£4,476 plus threshold payments.
FOUNDATION COURSE
Lecturer I

Applicants should have a knowledge of three-dimensional materials and structural processes and should be experienced in the use of relevant machinery and equipment. A real interest in the aims and needs of Foundation Course students is important and the post will entail tutorial responsibility and general studio teaching in drawing and other basic studies.

Salary: Lecturer I Scale £1,869-£3,633 plus threshold payments.

Further details and application forms from the Registrar, Regional College of Art, Wilberforce Drive, Hull, N. Humberside. Telephone 0482 224311.

Overseas

AUSTRALIA

PRAHRAN COLLEGE OF ADVANCED EDUCATION
MELBOURNE, VICTORIA, AUSTRALIA

CHIEF LIBRARIAN

GRADE I (an academic appointment).
Salary $A18,312

Qualifications: A higher degree and qualifications in librarianship conforming to the requirements of the Library Association of Australia are essential. Qualifications in educational technology are desirable and experience in a multi-media Learning Resources Centre in an administrative capacity is essential.

Duties. To develop an existing liberal arts library serving 4,000 students and 178 staff into a multi-media learning resources centre, and to work with architects to design a permanent centre to be constructed during the next three years. Close liaison with academic staff will be necessary. Major development of the collection is expected over the 1976-78 triennium, both in audio-visual materials and conventional library materials, and the appointee will be responsible or the allocation of funds available for this purpose. Recommendations for relevant staff will also be his/her responsibility.

Conditions: This is an academic appointment at Head of Department status. The successful candidate will be eligible for study leave, and the College will pay travel and removal expenses. Applications containing personal, academic and professional details, and citing three referees close on 31 July, 1975, with the Director, Dr David P. Armstrong, from whom further information regarding the position and the College is available. The address of the College is 142 High Street, Prahran, Victoria 3181, Australia.

STATE COLLEGE OF VICTORIA AT FRANKSTON—AUSTRALIA

(FR 7/75) SENIOR LECTURER IN EARLY CHILDHOOD EDUCATION

DUTIES:
The College will be developing new courses in pre-school education. The successful applicant will be expected to assist in the development of courses and to be responsible within the Education Faculty for co-ordination of the activities of students undertaking studies in Early Childhood.

QUALIFICATIONS:
An approved honours degree including relevant studies in Early Childhood Education. Experience in pre-school teaching is essential, and experience at supervisory level, or in the training of pre-school teachers, would be an advantage.

DATE OF APPOINTMENT:
The College wishes to make an early appointment, it is hoped that the appointee will be able to take up duties no later than the end of November 1975.

SALARY RANGE: $A16,400-$A17,900.

Further information is obtainable from the
Academic Registrar,
STATE COLLEGE OF VICTORIA AT FRANKSTON,
Melahens Road, FRANKSTON 3199—VICTORIA
AUSTRALIA.

Applications close on June 30, 1975.

Overseas continued

AUSTRALIA

North Brisbane College of Advanced Education

HEAD OF DEPARTMENT OF BUSINESS STUDIES

Salary, $A19,500 per annum

The above vacancy will shortly occur on the College staff.
The introduction of business studies at the College is planned for the beginning of 1977. Preliminary investigations have been made into course needs and facilities. The College now requires the services of an expert member of staff who, during the period before the enrolment of students will:
develop general course programmes and more detailed course plans;
consult with architects and building contractors as the College expert in providing suitable facilities;
advise the Council on matters relative to business education;
establish relations with appropriate professional organisations;
act as consultant in the appointment of staff.

Application forms and further information available from the Agent-General for Queensland, 392 Strand, London WC2R 0LZ.
Closing date, June 13, 1975.

AUSTRALIA

North Brisbane College of Advanced Education

LECTURESHIP VACANT ENGLISH

Salary: Lecturer I $A11,250/15,100 per annum dependent on qualifications

Lecturer II $A9,600/12,400 per annum

The position calls for experience and success in teaching in the areas of Primary Language Arts, Creative Writing, and some aspects of Literature. Applicants should be creative, flexible teachers who can work both independently and as members of a team.

Application forms and further information available from the Agent General for Queensland, 392 Strand, London, WC2R 0LZ.

Closing date: 13th June, 1975.

Western Australian Institute of Technology

DEAN

BUSINESS AND ADMINISTRATION

The Institute, with a current enrolment in excess of 10,000 students, is a major college of advanced education. The main campus is on a 270 acre site six miles south of the city of Perth.

The School of Business and Administration is one of seven teaching schools within the Institute and is housed in a recently completed nine storey office and classroom building. It consists of the following departments:

Accounting
Computing and Quantitative Studies
Management
Business Law and Economics

Courses offered include two degree awards; the Bachelor of Business degree and the Master of Business degree. There are 3,568 students enrolled this year. The academic staff, presently numbering 93 and representing a wide variety of academic qualifications and professional experience, has considerable interest in educational innovation.

The Dean is responsible for the academic and administrative leadership of the School and the further development of teaching methods and research work.

The appointee will have specialist knowledge of one or more of the fields within the School and extensive experience at an appropriate level in tertiary education and commerce. A post graduate qualification in a relevant field would be advantageous.

General
Salary £Stg 12,874 pa at the current rate of exchange. Salaries are payable in Australian dollars. In addition the Dean enjoys a limited right to private and consultative work.
Fares for family, assistance for removal expenses and accommodation are payable to appointees. Conditions of service include superannuation (similar to FSSU), six weeks annual leave plus public holidays, three months long service leave on completion of each seven years of service, sick leave and assisted study leave.

Detailed applications, including a curriculum vitae and names of three referees, should be submitted not later than 20th June, 1975 to the Migration Liaison Officer, Western Australia House, 115 Strand, London WC2R 0AJ. Further particulars may be obtained from the above address.

When applying please quote reference HE5.

University of Riyad

The University of Riyad, Saudi Arabia is pleased to invite applications from holders of Ph.D. or M.A. in Linguistics (with command of Standard Arabic) for Posts in the Arabic Language Institute.

Applications should be addressed to the Head of Personnel Dept., University of Riyad, Riyad, Saudi Arabia. Photocopies of academic qualifications and experience certificates (irrecoverable) must be attached to applications. Only selected applicants will be notified of action taken. Salary scale from S.R. 2800 to S.R. 6500 per month (depending on qualifications) together with a housing allowance from S.R. 8000 to S.R. 12000 per annum.

Saudi Arabia

Lecturers

Mathematics in Saudi Arabia

The Institute of Science and Mathematics, in conjunction with the Ministry of Education, Saudi Arabia, would like to hear from holders of Ph.D, MA or MSc to fill posts of Lecturers at the above Institute in Riyad.

LECTURERS—*Modern Mathematics*
Required to teach modern mathematics, including modern algebra and statistical methods. Applicants must have a command of Standard Arabic, as courses are conducted in this language.

LECTURER—*English*
Required to teach English as a foreign language.

The above posts are for the academic year 1975/76 and courses commence in September.

Applications should include photocopies of academic qualifications and experience certificates (irrecoverable). Only selected applicants will be notified of action taken.

The salary scale is from S.R. 2800 to S.R. 6500 per month (depending on qualifications) together with a housing allowance from S.R. 8000 to S.R. 12000 per annum.

Applications should be made to:- The Institute of Science & Mathematics, P.O. Box 4577, Riyad, Saudi Arabia.
Closing date at Riyad, June 17th 1975.

Saudi Arabia

IRAN

UNIVERSITY/MEDIA RESOURCES CENTRE

ARYA MEHR UNIVERSITY OF TECHNOLOGY
Tehran

LIBRARIAN

(1) To consult with architects and advise on design of the new university campus.
(2) To be responsible for setting up the library of 250,000 books increasing to 1 million.
(3) To supervise selection and training of staff in order that it be fully operational by September, 1977.
(4) Duties to begin in September, 1975, although in exceptional circumstances visit likely in June to advise architects.

Qualifications: Graduates with professional librarianship qualifications and several years experience in initiating and/or running a university or polytechnic library.

Salary: £6,000 net annum approx. (subject to local tax) plus 20 per cent Bonus. Rent allowance or free accommodation; other allowances to be negotiated. Two-year contract.

Please write or telephone quoting reference YouU/56 for further details and application form to: Sheila Scholefield, The British Council, 65 Davies Street, London W1Y 2AA. Tel: 01-629 8671.

General Vacancies

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
WARDEN
BRAKESIDE RESIDENTIAL CENTRE
Devizes

Salary, Burnham (Schools) Grade 1 (as at 1.4.75 £3,954-£4,824), subject to current national salary review.

Threshold payment £229.68 per annum.

Flat provided at low rental.

Removal expenses up to £75.

Applicants must hold a degree or educational and/or recognised teaching qualification.

Full job description available from Chief Education Officer (Staffing), Education Offices, County Hall, Trowbridge, Wilts. BA14 8JB. Tel: 0225 4241.

Forms to be returned by 30th May, 1975.

LONDON
INNER LONDON EDUCATION AUTHORITY
CAREERS OFFICER
(Higher Education Specialist)

Salary £3,513 to £4,639 (including all allowances)

CAREERS OFFICER needed to join a team specialising in careers guidance and placing of students on degree, H.N.D. and professional courses at the five I.L.E.A. polytechnics. Candidates with engineering or science qualifications preferred.

Details and application forms from, the Education Officer (EO/Edap 2A/11), The County Hall, SE1 7PB.

Closing to be returned by 30th May, 1975.

General Vacancies continued

City of Manchester

EDUCATION COMMITTEE
SCHOOL PSYCHOLOGICAL AND CHILD GUIDANCE SERVICE

Re-Advertisement

SENIOR EDUCATIONAL PSYCHOLOGIST

Soulbury 21-25 Salary Scale: £4551-£5175
plus threshold payment £229 pa

Applications are invited from professionally qualified and appropriately experienced educational psychologists for the post of Senior Educational Psychologist, to assist the Principal Educational Psychologist in the general organisation, running and development of this comprehensive School Psychological and Child Guidance Service.

This post offers an opportunity to participate in the formulation and implementation of a major programme of reorganisation in a large Authority.

There are at present two Senior Educational Psychologists, exercising area responsibilities for the full range of services in a large area of the City.

The work of the service includes psychological assessment, treatment and advisory functions in clinical and educational settings, in close association with the other professions working in the service, and work with the Social Services Department and the Area Health Authorities.

Candidates should possess the following qualifications:-
1. An honours degree in Psychology (or equivalent)
2. A teaching qualification.
3. Not less than two years' teaching experience.
4. Successful attendance at a recognised postgraduate training course in Educational Psychology.

Assistance with removal expenses, and lodging allowance. Casual Car Users Allowance. Application forms and further particulars from the Chief Education Officer (E57), Education Office, Crown Square, Manchester M60 3BB.
Closing Date 30th May 1975.

EDITOR

Routledge are looking for an Editor to help develop our list of general academic books and textbooks. This will be a senior appointment for the right man (who need not necessarily have publishing experience). It should lead to a seat on the Board.
Write, speaking your experience, aims and present salary, to the Chairman, Routledge and Keegan Paul Books Ltd., 39-74 Carter Lane, London EC4V 5EL.

LONDON

High-powered and experienced (F.T.L. this)NESS STUDIES TEACHERS required for short, challenging courses in London during August.
All applications in confidence, to Box No. 0413, THES, The Times, P.O. Box 7, Gray's Inn Road, London WC1X 8EZ.

Administration

LONDON
FINANCIAL MONITOR IN CHAIRMAN'S OFFICE

Organisational help needed by Chairman of independent architectural educational institute to assist either on full or half-time basis with financial planning and monitoring. Must be interested in alternative forms of education and have a flexible approach to financial problems.

Apply for further details to Phillips Clerk, 36 Bedford Square, W.C.1.

STAFFORDSHIRE
EDUCATION AUTHORITY
ANSTEY COLLEGE OF PHYSICAL EDUCATION

From September 1, 1976, the college will be an integral part of the City of Birmingham Polytechnic and will form the Anstey Department of Physical Education.
Principal: Miss I. M. Webb, M.Ed.

Salary for LECTURER II in EDUCATION (Sociology) in September 1976.

Applications are invited from suitably qualified men and women for the above post.

The successful applicant will be responsible for teaching the Sociology of Education to tutorin years (B.Ed. Hons.) level. Projected courses include three and four year B.Ed. degrees (ordinary and honours), Certificate in Education, in-service and higher degrees and other diploma and in-service work. There will be an opportunity for the successful candidate to participate in polytechnic courses and development.

The present education department has a firm commitment to ongoing and projected research and publications and it will be expected that any candidate should be able to participate in this work. Two research projects are planned to commence in September, 1976, in the fields of teaching methods in higher education and school research consortia.

Candidates will be expected to have research experience in their field as well as appropriate qualifications.

Candidates are asked to apply by letter (no forms) and to include the names and addresses of two referees.

Applications to be sent to the Principal, Anstey College of Physical Education, 405 Chester Road, Erdington, Birmingham, West Midlands B23 6UZ, and to be received by Friday, May 23, 1975.

YORKSHIRE
TRINITY AND ALL SAINTS COLLEGES (R.C.)
Horsforth, Near Leeds

LECTURER IN PHYSICAL EDUCATION

September 1975 to August 1976

Temporary LECTURER required for one year. Applicant should be prepared to make a major contribution to a 4 year B.Ed. Honours degree course. Some practical coaching and organisation of a wide range of games and sports will be required.

Details from the clerk in the Colleges, Trinity and All Saints Colleges, Brownberrie Lane, Horsforth, Leeds, LS18 5HD.

CAMBRIDGE
CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY

TEMPORARY LECTURER IN FRENCH

Required for the academic year 1975/76 to teach in the C.N.A.A. modern languages degree and lingual Secretarial course.

Candidates should be native speakers of French with a good honours degree and an interest in contemporary French History and Society.

Salary £3,186 to £5,643 starting point dependent on qualifications and experience.

Please apply for details (Cambridge 63271, Ext. 74) and return forms at once to Head of Humanities Department, C.C.A.T., Cambridge, CB1 2AS.

Colleges of Education

DERBY: BISHOP LONSDALE COLLEGE
NEW VOLUNTARY COLLEGE OF HIGHER EDUCATION

Head of School of Education and Social Sciences
Director of Music

The Secretary of State has approved the creation of a new independent establishment from the present Church of England Bishop Lonsdale College of Education and the maintained College of Art and Technology in Derby.

The academic work of the New Voluntary College will be organized in six Schools of which EDUCATION AND SOCIAL SCIENCES and HUMANITIES will be based substantially on the present work of Bishop Lonsdale College.

Applicants for the post of HEAD OF SCHOOL OF EDUCATION AND SOCIAL SCIENCES should have substantial experience of teacher-education and good academic qualifications. They should be keenly interested in the development of new patterns of training for teaching and courses for inter-professional training for teachers and other professions. The salary will be in accordance with the provisions of the Pelham Report, 1974, as for a Grade VI Head of Department.

Applicants for the post of DIRECTOR OF MUSIC in the SCHOOL OF HUMANITIES should have substantial experience of teacher-education and good academic qualifications. They should be keen to develop music as a vital part of the life of a major Institution of Higher Education; they should be willing to act in close cooperation with the Local Authority to support and develop music in schools and provide opportunities for young people in the area to make music. The salary will be for PRINCIPAL LECTURER in accordance with the provisions of the Pelham Report, 1974.

It is hoped to make appointments for 1st September, 1975.

Further details obtainable from the Principal, Bishop Lonsdale College, Mickleover, Derby, to whom completed forms should be returned as soon as possible and before Wednesday, 21st May, 1975.

Librarians

Thames Polytechnic

Librarian

Salary. £5,647-£5,989 including London weighting and threshold payments.

Applications are invited for the post of Librarian responsible for the Libraries at the Woolwich and Hammersmith sites of the Polytechnic and for their development. The Library has a staff of 22 and over 80,000 volumes. Thames Polytechnic comprises Faculties of Science and Mathematics, Engineering and of Social Sciences and Humanities at Woolwich, SE18 and a Faculty of Architecture and Surveying at Hammersmith, W6. Most of the full-time and sandwich students are taking degree, diploma or full professional courses and there are strong postgraduate research and study courses.

Applications, from persons in education, industry or the public services with appropriate qualifications and experience, should be returned by 27 May 1975 to the Secretary, Thames Polytechnic, Wellington Street, London, SE18 6PF from whom further particulars and a form of application can be obtained.

Courses

ESSEX
THE UNIVERSITY

GRADUATE STUDIES IN ECONOMICS
DIPLOMA, M.Sc. AND Ph.D. PROGRAMMES

One-year MASTERSHIP in ECONOMICS by course work and a short dissertation is offered to graduate students wishing to broaden their interests in theory and quantitative techniques in the civil service, in universities, teaching, research, consultancy, etc.
COURSES include:
ADVANCED ECONOMIC THEORY
ECONOMETRICS
MONETARY ECONOMICS
INTERNATIONAL TRADE
PUBLIC FINANCE
DEVELOPMENT ECONOMICS.
The department also offers a one-year Diploma scheme to those who wish to convert from other disciplines, and a Ph.D. programme by thesis.
There are currently about 40 graduate students each session.
Library and computing facilities are excellent and S.S.R.C. Quota Awards are available.
Details and application forms are obtainable from the Graduate Secretary, Department of Economics, University of Essex, Colchester, CO4 3SQ, Essex.

OXFORD
WESTMINSTER COLLEGE

ONE-TERM COURSE FOR TEACHERS OF RELIGIOUS EDUCATION
Spring Term 1976

The course provides an opportunity for specialists in Religious Education to study current developments in Biblical and Religious Studies, and in the theory and practice of Religious and Moral Education.

ONE-TERM COURSE FOR TEACHERS OF MUSIC
SPRING TERM 1976

A one-term full-time course in General Musicianship for Teachers will be held in the Spring Term 1976. This course is also designed to give serving teachers a broader insight into available approaches in Music teaching with children in Primary and Middle Schools.

Successful applicants for either course are eligible for secondment on full salary.

Further details and application forms from the Admissions Officer, Westminster College, North Hinksey, Oxford OX2 9AT.

BRADFORD
THE UNIVERSITY

M.A. BY ADVANCED STUDY IN YUGOSLAV STUDIES

Applications are invited from students who hold or expect to obtain first degrees in Social Sciences, Slavonic Studies or Area Studies. Students will apply in relation to Yugoslavia (subject to special reference within Language study, in a broad taught course leading to examination. This will be followed by a field visit to Yugoslavia and the writing of a dissertation on an approved topic.

For further details of the course, write to The Secretary, Postgraduate School of Studies in Yugoslav Studies, University of Bradford, West Yorkshire BD7 1DP.

ST. ANDREWS
ST. ANDREW'S UNIVERSITY

M.SC. IN NON-NUMERICAL APPLICATIONS OF COMPUTING SCIENCE

The Department of Computational Science runs a course in the above subject of 4 terms duration to graduates in any discipline with an upper second honours degree or its equivalent.

The Science Research Council has accepted the course as suitable for tenure of its Advanced Course Studentships.

Students for further details may be sent to Mr. J. M. Davie, Department of Computational Science, University of St. Andrews, North Haugh, St. Andrews, KY16 9SX.

Colleges and Institutes of Technology

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH WEST LONDON COLLEGE
Tooting Broadway, S.W.17

DEPARTMENT OF PROFESSIONAL STUDIES

LECTURER I—BANKING

Required for September 1975 to teach Banking subjects exclusively to Banking students on full time, day release and evening courses. The candidate who must be a qualified Banker (A.I.B.) will be required to teach at least two of the following subjects:—Accountancy, Finance of Foreign Trade, practice of Banking (existing Part I), Institute of Bankers), and Elements of Banking (new Part I). Practising experience although not essential would be an advantage.

Salary Scale: On an incremental scale within the range £3,264-£4,824 plus London Allowance £783 and payments under the threshold agreement; starting point depending upon qualifications, training and experience.

Assistance may be given towards household removal expenses.

Further details and forms of application returnable within 14 days from Senior Administrative Officer (L.S.S.), South West London College, Tooting Broadway, S.W.17.

CAMBRIDGE
CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY

TEMPORARY LECTURER IN FRENCH

Required for the academic year 1975/76 to teach in the C.N.A.A. modern languages degree and lingual Secretarial course.

Candidates should be native speakers of French with a good honours degree and an interest in contemporary French History and Society.

Salary £3,186 to £5,643 starting point dependent on qualifications and experience.

Please apply for details (Cambridge 63271, Ext. 74) and return forms at once to Head of Humanities Department, C.C.A.T., Cambridge, CB1 2AS.

Colleges of Further Education

LONDON, E1
LONDON COLLEGE OF PRINTING
UNIVERSITY OF LONDON
41-71, Commercial Road, E1

LECTURER I in PRODUCTION MANAGEMENT required to join the Principal Lecturer in Management Studies, helping throughout the college department. Applicants should be suitably qualified, with industrial experience. A knowledge of computers and/or statistics would be particularly desirable. Starting salary at point within the range £2,450 to £3,381 in the Inner London Allowance (including London Allowance and Threshold Payments) Applications by 9th June, 1975, to Senior Administrative Officer.

DURHAM
DURHAM UNIVERSITY BUSINESS SCHOOL
M.B.A. SCHOLARSHIPS IN SCARCE STUDENTSHIPS 1976

Applications are invited from graduates who wish to carry out research leading to a Ph.D. in any of the following areas of management: Computer Applications, Operational Research, Health Administration, Public Administration, Personnel Management, Industrial Relations, Finance.

The School has intake two year studentship to which further information and application forms may be obtained from Dr. Keames, Deputy Director, M.B.A. Scholarships, Elvet, Durham DH1 3LY.

WILTSHIRE COUNTY COUNCIL

Assistant Director of Education for Further Education

★ Salary £8,459-£6,939 + £229.68 threshold.
★ Removal expenses up to £500, under certain circumstances.
★ Lodging allowance for up to six months £10 per week.
★ Essential car user allowance + subsistence allowances.

This is a second tier post in an education authority with a population of 500,000. The Assistant Director is responsible for vocational and non-vocational further education and youth and community services. Candidates must have a degree or equivalent qualification, teaching experience and senior responsibility for administering education either in a local authority education department or at least at head of department level in a large further or higher education college or a comparable institution.

Further details from the County Personnel Officer, County Hall, Trowbridge, Wiltshire, quoting reference NA 75 157. Closing date 30th May, 1975.

Director of Bedford College of Higher Education

Applications are invited from suitably qualified candidates with substantial experience in higher and further education and who are currently holding a post carrying senior management responsibility in the education service. The new Bedford College of Higher Education will be formed from an amalgamation in September, 1976, of three existing Colleges:—

Bedford College of Education
Bedford College of Physical Education
Mander College of Further Education

The salary is likely to be initially at a point on the Scale £9,756-£10,266. The Authority is seeking to appoint a Director of proved ability who will establish this new College of Higher Education with energy, vision and imagination. The successful candidate will be expected to take up post as soon as possible in advance of the formation of the College so that he or she may play a full part in planning the College.

Application forms (with further particulars) may be obtained from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, MK42 9AP and returned by 26th May, 1975.

Classified Advertisements

To advertise in the THES classified phone 01-837 1234, Extn 575.

The Times Higher Education Supplement

New Printing House Square, P.O. Box 7, Gray's Inn Road, London WC1X 8EZ.